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ABSTRACT

The basic goals of the 1972-1973 project in the Spokane area were (1) to promote teacher awareness and understanding of the concept and process of career education; (2) to promote teacher and community awareness and understanding of student needs; (3) to broaden occupational goals and opportunities for youth between school, community, and the world of work and to promote cooperation between them; and (4) to disseminate the school-based model to school and community interests throughout the State. Two to four staff members from each of four site schools reviewed materials and conducted workshops with interested teachers to develop career related activities to be used in grades K-12. The design was taken to districts outside the project as well. Teacher interest was high in workshops on guidance activities, hands-on projects, use of reference materials, and community resources. Career information centers have been developed in each site school. A series of surveys were conducted during the project and an external evaluation was done at the end; these are included. A manual explaining the basic process developed under the project is in the appendix. A series of special reports is presented in Volumes II and III. (MS)

FINAL REPORT

Project No.: V261019L
Grant No.: OEG-0-72-0765

Research and Development Project in Career Education

Conducted Under
Part C of Public Law 90-576

VOLUME I of THREE VOLUMES

Charles W. McKinney
Washington State Coordinating Council for Occupational Education
Vocational Education Division
216 Old Capitol Building
Olympia, WA 98501

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Summary

(a) Time Period:

Notification of grant award	January 27, 1972
Final clearance obtained	May 2, 1972
Original termination date	July 6, 1973
Extended termination date	August 24, 1973

(b) Goals and Objectives:

The basic goals of this project have been summarized into the following list:

Goals:

1. To promote teacher awareness and understanding of the developing concept and process of career education.
2. To promote teacher and community awareness and understanding of student needs.
3. To broaden occupational goals and opportunities for youth between school, community and the world of work and to promote cooperation between schools, community colleges and other agencies throughout the community.
4. To disseminate the school-based model to school and community interests throughout the state.

Objectives:

To achieve the goals, the following objectives were established:

1. a) To introduce teachers to a variety of career related reference materials
   b) To involve teachers in workshops to assist them to relate the concept of Career Education to their grade level. *
   c) To assist, develop, and implement a career-oriented activity in the classroom.
   d) Provide teachers with release time from the classroom to facilitate planning and sharing with other teachers and other persons in the community regarding career ideas and activities.
   e) To help design team members work with other teachers to understand the process of the career education model in at least one additional school.

2. a) Statistical presentations were presented to teachers and community groups which depicted the basic need for career education.
   b) Teachers were made aware of those social and economic values that relate to the individual's self-concept.
   c) Through contact with community and labor representatives teachers were able to identify such items as job skills,

* See special report - "A School Based Model in Career Education.

training, and personal characteristics that employers are seeking in applicants.

3. a) Provided design team members and teachers with reference material in each site school.
   b) Assisted the teachers in locating and utilizing various community resources which in turn introduced students to individuals in numerous work roles.
   c) To assist teachers and guidance counselors in surveying students in one or more of the following areas:
      1. ability
      2. interest
      3. aptitude
      4. achievement
   d) To assist teachers in using agency services in conjunction with their career education program.

4. a) To develop a series of one day workshop sessions.
   b) To develop a series of one or two week workshop sessions for college credit. (Whitworth College; see Appendix)
   c) To invite interested persons to tour project site schools and visit with classroom teachers and administrators.
   d) To publish teacher developed activities.
   e) Project teachers were involved in presentations throughout various communities in the state.

(c) Procedures:

The procedures established in this project were designed to facilitate the development and implementation of a process-based model. Specific procedures followed were the following:

1. Each site school identified two to four staff members for participation on the design team.
2. Reviewed literature and reports from numerous sources involved in career education throughout the nation.
3. Organized the representatives from particular site schools into a design team.
4. Working together in a group process, the design team members reviewed career related guidance and curriculum material.
5. The design team developed and conducted workshops at each site school when they felt it was appropriate.
6. Following the introductory workshops, design team members met with interested teachers in their respective schools.
7. Design team members worked with interested teachers as they developed their own career related activities as related to their curriculum.
8. As teachers became more interested in a career-oriented curriculum, they requested a series of in-service workshops in such areas as hands-on projects, role-playing, and community resources.

9. The majority of in-service workshops were conducted by classroom teachers.
10. Teacher developed career-oriented activities were published and disseminated throughout the project at all grade levels (K - 12).
11. Dissemination process provided a basis for a series of personal visitations; a teacher-training-teacher concept.
12. Project administrators and design team members met with project school district administrators for the purpose of developing the district's commitment to the career education program beyond the termination of the project.
13. Transportability was dealt with by bringing the design into districts outside of the project to aid them in developing their own career education programs.
14. The purpose of including the design team in the presentations outside the project area was to develop their skill and confidence. This will enable team members to participate in the continued development at both a local and state-wide level.
15. Design team sessions held throughout the project were designed to include the members in a variety of self-awareness experiences in techniques of communication, demonstration, and participation.
16. Follow-up procedures for interested people throughout the state have been developed at two levels. In the local area, people may contact any of the design team members or school administrators within the project districts. At the state level, both the Superintendent of Public Instruction and the Coordinating Council for Occupational Education may be contacted.

(d) Results and Accomplishments:

Dissemination was a key factor throughout the duration of the project. Project administrators, design team members, and classroom teachers who participated in the project met with a variety of groups across the state. Over 70 presentations were made including representatives from college campuses, public schools, business and labor representatives, and parent groups. Dissemination sessions often included school administrators and state office personnel. In addition to personal appearances, a variety of written instruments were used to disseminate the results of the project.

Transportability of the developing model in career education was introduced into several school districts outside the scope of the project. Each district was encouraged to adopt whatever features of the process they found applicable to their needs. Without exception, the districts reported that they found the model viable.

Several post-secondary institutions expressed interest in the project and requested information or presentations. Most community colleges were interested in utilizing portions of the process while

the four-year colleges were basically interested in the implications toward teacher training.

An important aspect of the process based model is the interest created among teachers for workshops in such areas as hands-on projects, guidance activities for the classroom, the use of reference materials, and the use of community resources. These workshops have been conducted upon teacher request as they became aware of their needs in these areas. Follow-up of these workshops revealed the fact that the materials and activities generated in the workshops are actually implemented into the classroom.

Career information cen-ers have been developed in each site school for a nominal cost. One of the interesting features was the development of the material to be included in the center by a team including the librarian and/or guidance specialists.

Each of the four school districts that have participated in the project have indicated their interest to adapt the process to their own program needs and to expand the adaption.

The administrators in each district expressed favorable opinions regarding the positive influence of the project upon teacher attitudes and willingness to share in planning and implementing the career education program. Numerous reports from parents and the business community indicated to administrators that the career education program had considerable report throughout the community. Administrators felt that the teacher's involvement in a career education program of this type generally contributed to the professional growth and image of the staff.

The project published a series of special reports. The purpose of these reports was to provide a more complete understanding of specific areas related to the development of the career education program. These reports are contained in the separate volumes under special reports.

A brief manual explaining the basic process developed under the project was also published and disseminated throughout the state. This document is in the appendix of this report.

The original budget contained in the grant was shifted to allow more funds for release time for teachers, teacher visitations, and team development. The dollar configuration of this budget follows:

May 1972 - August 1973

	Original Budget	Expenditures
Personnel:	$91,254	$88,950
Travel:	5,875	6,700
*Supplies & Materials	31,911	17,074
Communications:	940	956
Services:	15,700	32,000*
	$145,680	$145,680

* Requested decrease in Supplies and Material funds and increase in funds for Development Team, visitations and trips.

(e) Evaluation:

1. Internal evaluation consisted of a series of surveys conducted throughout the duration of the project. The surveys have been compiled and published and include the following:

    a. A two-form survey which inquired into the attitudes of both participating and non-participating teachers in regards to the career education concept.

    b. A general survey of all participating teachers. The survey dealt with three areas.

        1. Teacher's awareness of the career education project.
        2. Teacher's awareness of a design team member's role in their building.
        3. Teacher's attitude toward career education and their actual participation in the program.

    c. A survey of small group process. This survey dealt with the 18 member design team. The purpose was to better understand the internal environment of the small group process as related to the development of a career education program.

2. External evaluation was conducted by two independent evaluators who took the project goals and objectives of the three areas; administration, curriculum, and guidance, and evaluated each.

    A complete text of each evaluation is included in the body of this report.

(f) Conclusions and Recommendations

A process based model has been an effective method for implementing a career education program. Particular features of a process based model include the following:

1. The positive attitude of teachers toward curriculum change.
2. Career education can be implemented in the average district at a nominal cost.
3. A positive student/teacher relationship based upon an activity approach.
4. Enthusiastic response and participation by parents in the classroom and in the community.

We would recommend that anyone interested in using a process based model read this report carefully to note the role of project administrators as facilitators of small group processes. If administrators attempt to control or dominate the team, the potential benefits of a group-centered process will be destroyed.

The Body of the Report

(a.) Problem area:

The original letter of assurance incorporated a statement of focus as outlined by the U.S. Department of Health, Education, and Welfare.

> "Programs designed to increase the self awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.
>
> "Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.
>
> "Programs at grade levels 10 through 14 designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students."[1]

Background references in addition to the original proposal included:

1. A review of career literature and information from over 200 current part C and D projects throughout the nation.
2. Extensive analysis of current periodicals with a primary emphasis upon:
   a. Curriculum development related to a sequencial career education program, grades K-14.
   b. Social and emotional development of students in grades K - 14.
3. A wide range of expert opinion was sought from individuals at the local, state, and national level.

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[1] Department of Health, Education, and Welfare, Office of Education, Bureau of Adult, Vocational, and Technical Education; Policy Paper AVTE-V72-1.

The central problem appears to focus upon people; the general disassociation between public school education, including teachers and students, and the community at large.

Teacher and student awareness generally includes only a very vague association with career development. The resultant separation between the educational process and the "world of work" apparently results in th student leaving school at graduation time or before, with little understanding of himself. Understanding should include his role as a member of a family, a community member, the leisure role, and the selection of a job or profession.

(b.) Goals and Objectives:

Project goals written in broad, general terms are difficult to evaluate. The lack of clarity makes it extremely difficult for the reader to determine to what degree the goals were achieved.

In an attempt to avoid this problem, the goals of this project were written in specific, behavioral terms. This format was followed in the component areas of administration, curriculum, and guidance.

1. Administrative Objectives

   a. Obtain information related to career education projects throughout the United States.
   b. Locate and employ two specialists; one in curriculum and the other in guidance.
   c. Evaluate, with the specialists, the information obtained from the projects and assimilate appropriate examples to be used in this project.
   d. Conceptualize a basic process to be followed in the Research and Development, of a basic model for implementing career education.
   e. Locate and employ sufficient secretarial help to meet the needs of the project.
   f. Establish proper budgetary records and controls for monitoring the funds of the project to reach the intent of the project.
   g. Develop administrative policies and procedures to be followed by the project participants.
   h. Request internal evaluation process to be established by the specialists and help re-direct the focus of the project as necessary.

i. Supervise completion of all reports requested by State and Federal offices.
j. Maintain laison with sponsoring agencies and with the Research Unit of the Coordinating Council for Occupational Education.
k. Develop some dissemination device that will serve to keep interested individuals aware of the project's progress.
l. Locate and employ competent third party evaluators for the project.
m. Respond to inquiries made by the local community regarding the intent of the project and solicit their support.
n. Encourage various media sources to cover the activities of the project by working through the public relations department of the sponsoring agencies, when possible.
o. Disclose any actions which tend to hamper or prevent the original research intent of this grant and to work for a compatible solution.

2. Curriculum Objectives

a. Given participation with the Project, fifty teacher participants will be able to demonstrate via classroom curriculum that Career Education materials can be integrated into the on-going curriculum.
b. Given a list of Career Education projects currently underway in the nation, the Curriculum Specialist will collect and disseminate samples of materials produced in these projects to all requesting teachers in grades K - 12.
c. The Curriculum Specialist will compile a listing of resource speakers and field trips which will be made available to design team members and participating teachers. From this list and follow-up contact, 80% of the requests for resource speakers and field trips will be met.
d. Given design team participation and teacher inservice, the Curriculum Specialist will aid in developing at least 60 units in curriculum concerned with Career Education.
e. The Curriculum Specialist along with design team members and librarians will develop career libraries in all participating schools of the Project.
f. Given design team meetings on a monthly basis and visitation with teachers, the Curriculum Specialist will develop and produce a guide for placement of career activities in the spiral curriculum for grades K - 6 by August 24, 1973.
g. Given participation with the Project, 90% of the participating teachers will indicate a verbal commitment to continue fostering Career Education activities in their curriculum beyond the funding year of the Project.
h. Given a maximum of four in-service days or mini-workshops, the participating teachers will be able to produce units in the curriculum of Career Education.
i. The Curriculum Specialist along with the Project Director and Guidance Specialist will afford information services via lecture or written reply to all requesting parties.

j. Given participation on the ad hoc State Steering Committee for Career Education, the Curriculum Specialist will aid in the development of at least three statewide regional meetings to disseminate the findings of the Career Development Project.

k. The Curriculum Specialist will assess the attitudes of the participating and non-participating teachers included in the Project schools at least once during the longevity of the Project as to Career Education.

l. The Curriculum Specialist will assess the attitudes of parents who sent students to schools included in the Project at least once during the longevity of the Project as to Career Education.

m. After completion of an in-service workshop in late February or early March, participating teachers will demonstrate an understanding of at least two of the major writers in Career Education.

n. After completion of a maximum of 4 in-service or mini-workshops, participating teachers will demonstrate through either examples produced or knowledge of at least 2 "hands-on" projects that they may utilize in their classroom.

o. Given a school year participation in the Project, all participating teachers will demonstrate a positive attitude toward Career Education. A measurement instrument will be compiled by the Curriculum Specialist prior to the month of May, 1973.

p. After completion of a maximum of 4 in-service or mini-workshops, the participating teachers will be able to do the following:

   1. Identify at least two major sources of occupational information.
   2. Identify at least two consultants at the college level who they may call upon for further information in the area of Career Education.
   3. Identify how their particular grade level fits into the total scheme of Career Education from grades K - 14.

q. Given a year's participation in the Project, participating teachers will demonstrate through written units, that Career Education activities follow a developmental theme or age-graded model as expressed by such individuals as Tuckman, Ginsburg, and Super.

r. After approximately two-thirds of the school year has passed, the Curriculum Specialist and the Guidance Specialist under the sanction of the Project Director will test the transportability of the model in another school district other than the 4 already involved in the Project.

s. The Curriculum Specialist will travel to at least two other sites utilizing Career Education in the curriculum and disseminate information about these sites to design team members and other interested teachers.

t. Upon completion of the Project, the Curriculum Specialist along with others on the administrative team will produce a final write up up concerning the Project's finding. This will be done prior to August 24, 1973.
u. The Curriculum Specialist along with the design team members and participating teachers will aid in the development of at least two meetings which will be utilized to impart information to interested parties concerning Career Education prior to June of 1973.
v. Given an extension of the Project to August 24, 1973, the Curriculum Specialist will produce a curriculum for college credit for teachers interested in Career Education.

3. Guidance Objectives

a. Given the general outline of responsibilities of the Project's guidance counseling component (letter of assurance: November 24, 1971), the Guidance Specialist will develop and/or compile process items for the development of a school-based model in career education. These process items must include:

   1. An identification of a Project Design Team, including members from each site school.
   2. A designated series of dates for total Design Team meetings.
   3. A diagrammatical representation of multi-school and school district participation in the Project.
   4. A list of guidance component goals.
   5. A diagrammatical representation of the sequential development of the school-based model in career education.

b. Given Project Design Team members, the Guidance Specialist will develop and distribute concept-oriented materials periodically throughout the duration of the Career Education Project.
c. Given a series of meetings with the Design Team member, the Guidance Specialist will introduce and explain a "frame of reference" for the development of a "guidance service area" at the school level; to be complete, the "frame of reference" must include:

   1. "population" (total student enrollment)
   2. "sample" (part of the total student enrollment)
   3. "individual" (the individual student)

d. Given the need to disseminate ideas and information, the Guidance Specialist will establish procedure for publishing activities and programs produced by Project participants; to be complete, the procedure must result in the publication of each activity or program as produced by the Project participant(s).
e. Given the need to document activities and programs, the Guidance Specialist will construct and implement a procedure to make available all activities and programs produced (written); to be complete the procedure must make such information available at

each site school (their own published materials) and at the Project's central office (all materials published by the Project.)

f. Given the introduction of a "Writing Package Format" (instrument), the Guidance Specialist will instruct Design Team members in the use of the instrument with teachers, counselors, and administrators; to be complete, the instruction must include the use of concepts, learning objectives, learning activities, and sample methods of evaluation.

g. Given interested Project participants, the Guidance Specialist will identify procedure the individual may use to order and/or obtain resources through the Career Education Project; to be complete, the procedure must include:

   1. Printed materials.
   2. Non-printed materials.
   3. Resource people.
   4. Field trips.
   5. Teacher substitutes.

h. Given the initial introduction of the Career Education Project, the Guidance Specialist will present to interested teachers, counselors, and administrators, a suggested outline of guidance applications; to be complete, the outline must include grades K through 14.

i. Given the initial introduction of the Career Education Project, the Guidance Specialist will compile and distribute to interested teachers, counselors, and administrators, a listing of community resources; to be complete, the listing must include:

   1. Children's service.
   2. Courts and correctional agencies.
   3. Employment.
   4. Handicapped.
   5. Health organizations.

j. Given the request of interested individuals, the Guidance Specialist will discuss and explain the Project's developing school-based model in Career Education; to be complete, the discussion must include two aspects of the guidance components:

   1. Guidance component items related to the development of the over-all model in career education.
   2. Guidance component items that can be utilized by the teacher and/or counselor in the classroom or related setting.

k. Given the expressed interest of classroom teachers, the Guidance Specialist will develop and present mini-workshop experiences in guidance techniques; to be complete, the mini-workshops must include related areas as follows:

   1. Guidance services and programs in the school setting.
   2. Small group techniques (for classroom use).
   3. Role-play techniques (for classroom use).

l. Given expressed interest of guidance counselors, the Guidance Specialist will develop and present mini-workshop experiences in counseling technique; to be complete, the mini-workshop must include related areas as follows:

    1. Individual counseling.
    2. Group counseling.

m. Given the recommendation of a Design Team member, the Guidance Specialist will contact the specific teacher(s), with 100% follow-up.

n. Given the need to periodically assess attitudes, opinions, and performance of Project participants, the Guidance Specialist will develop and/or implement survey instruments; to be complete, the assessment(s) must include the participant's self-concept, attitude toward the developing concept and process of career education and his/her actual performance in the developing career education model. (see Appendix; A General Survey Instrument)

(c.) Project Design

The basic configuration of the original project design is depicted below:

1. Multi - District:

   This project includes four autonomous school districts which had developed very little inter-district communication prior to the advent of this project.

2. Socio-Economic Span:

   This project includes students from the rural disadvantaged to the more affluent urban and suburban communities. The student population also includes representatives of the following minority groups:

	Am. Indians	Sp. American	Oriental	Negro
(a) Cusick	69	0	0	0
(b) West Valley	5	5	5	0
(c) Central Valley	4	0	2	0
(d) Spokane District #81	13	19	42	86

3. Grade Level:

   This project includes all grades K - 14.

4. Geographic:

   Our project is bi-county, including a small, rural, disadvantaged school district isolated by over 50 miles from a large metropolitan area.

5. Community Colleges:

   The project encompasses two post-secondary institutions with somewhat different emphasis; one campus offers more para-professional and academic programs, while the second campus offers more vocational and technical programs.

6. Industry Base:

   The industrial configuration in the Spokane area includes a variety of small business firms without a dominant industrial interest.

7. Sites:

   Central Valley - University Elementary
   West Valley - Argonne Junior High
   Cusick - All grades
   School District #81 - Whitman Elementary and Lewis and Clark High School

Procedures Followed: Guidance Component

The decision to construct a process-oriented, performance-based model in career education included the development and utilization of what was termed a Design Team. The Design Team concept is an essential part of this school-based model. The group designated as the "Project Design Team" includes representatives from the schools participating in the project.

Experience indicates that an inter-school district approach provides the best basic network for project development. A typical Design Team configuration would include 10 to 20 members; these individuals would represent some lesser number of participating schools. A given school would be represented on the Design Team by 2 to 4 members, depending upon the number of staff members in the school. As a rule of thumb, one Design Team member can adequately represent approximately 10 classroom teachers. In larger urban high schools, four Design Team members can adequately represent a larger staff of 50 or 60 members by utilizing other interested teachers at the site school. Experience indicates that most any interested teacher can do a very satisfactory job in the role of either a Design Team member or designated contact person at the site school. It is very important that Design Team members be articulate and possess the ability to relate to a wide variety of teacher personalities. As the project evolves, the Design Team member is often exposed to the need to assist others in a variety of situations. In many instances the Design Team member is most effective, not by providing direct assistance, but rather by supporting the individual teacher do that which he can best do for himself.

Once the Design Team is identified, it is equally important to maintain the active and meaningful nature of this group throughout the duration of the project. To do this, it is necessary to include in the configuration of the total Design Team, an individual who the group accepts, or learns to accept, as a group facilitator. The individual in question works with the Design Team in a series of meetings to facilitate the development of normal group dynamics. The "realness" of this ongoing group experience for each participating

member contributes to his own personal and inter-personal effectiveness beyond the scope of the Design Team.

At this point we will not attempt to offer any detailed comments regarding group theory or techniques; however, a detailed description of small group process has been developed in relation to the project.(special report) Participating in a series of Design Team sessions provides the individual member with direct personal experience in the basic strategies of communication, participation, and demonstration; strategies which the individual will in turn use with other teachers at the respective schools or in the community at large.

It is important to remember that as this performance-based model develops, the Design Team member(s) establishes direct contact and follow-up with other classroom teachers. The Design Team member models to other teachers, new behaviors and attitudes. These new behaviors and attitudes are basic to the teacher's acceptance of the notion that a "career-oriented curriculum" assists the student achieve many worthwhile educational goals. Apparently peer acceptance, at the teacher level, is the first key factor in the eventual development of both process and content which realizes the integration of a career-oriented theme into all subject areas at all grade levels.

The follow-up of interested teachers at each participating school is best achieved by presenting a general introduction of the need for a career-oriented curriculum. The decision as to <u>when</u> and <u>how</u> to present such a general introduction to an entire school staff is, in itself, a basic decision to be made by the Design Team members from the school or schools in question. Some Design Team members, for example, may decide to introduce the general theme of career education to only their own immediate staff; other Design Team members might prefer to develop a joint workshop where two or more participating schools combine their efforts under the leadership of their respective Design Team members.

It seems advisable to encourage all staff members to attend the introductory session; however, the teacher's decision on follow-up is an individual decision and is best made in line with the teacher's

"readiness to try out a career-oriented item in conjunction with the existing curriculum. The most forceful and supportive encouragement to individual teacher participation is direct and observable evidence that one's peers are involved in a variety of career-oriented items of their own design. No one needs to mandate teacher-produced, career-oriented materials and activities. Following the teacher's introduction to the general need and theme of career education, experience suggests that the greatest support to the individual teacher is the freedom to select his own time and manner to infuse career education into the existing curriculum. Dr. Ed Jenkins, drawing upon theoretical constructs of such authorities as Piaget, Ginzburg, and Super, documents the developmental sequence of curriculum.

Procedures Followed:

Curriculum Component

As outlined in the guidance area, the Career Development Project is more oriented toward process than product in the area of curriculum development.

Secretary Marland has indicated that career education should not be a separate entity in the curriculum but an integrated one. With this thought in mind, plus the fact that a frugal approach had to be taken in order that the school districts would be able to pick up the project after the funding year, several hypotheses were tested in relation to career education and the general curriculum. These were:

1. True integration of career education would take advantage of the existing subject matter structure of the schools and developmental level of the child, as a delivery system and that a new curriculum would not have to be designed.
2. Project schools would be able to integrate career education into the classroom with no additional cost to the budget for such items as summer workshops, additional personnel, and expensive equipment purchases.
3. Project teachers through production of their own career-oriented materials would see the positive effects of this approach and will convey this attitude to other teachers in not only their own building but other schools throughout the districts.

The reasons for this process approach to curriculum are paramount. Recent negative commentary has been leveled at the U.S.O.E. by many authorities stressing that visibility and production of career-oriented units by curriculum people has left little chance for involvement by teachers at the local school district level.

Mr. Nachtigal, in a recent study for the Ford Foundation, found that large amounts of money pumped into projects by both public and private sources had an insignificant effect on the existing school curriculum structure. In fact, there was very little indication that anything had gone on within a one year period after termination of the project. In addition, high priced pieces of equipment purchased during the funding year were gathering dust on the shelves in most equipment rooms.

Thus, a process involving teachers in curriculum production was essential. No individual would produce a curriculum in career education for all the teachers. The materials produced would come from the teachers themselves and be disseminated in a "teacher-training-teacher" approach.

Project findings have indicated that a process-based model is the best approach.(special report)In a recent study, teachers were asked if they would continue career education activities beyond the funding year; one-hundred percent responded yes (special report).

One needs only to relate to the writings of Piaget and Havinghurst in educational psychology and Ginzburg and Super in the Psychology of careers to become aware that a developmental sequence is a valid one to follow in regard to careers.

The project's approach follows closely Ginzburg's stages of fantasy, tentative, and realistic choice as to career selection.

1. Awareness stage: K - 6
2. Exploration stage: 7 - 9
3. Preparation stage: 10 - adult life.

During the awareness stage, the teachers are encouraged to expose the students to as many careers as possible through the existing curriculum. The project did not impose any parameters on the teacher nor produce curriculum for them. The assumption being that to do so would produce an artificial setting that would not induce teacher involvement and could cause the career education thrust to be considered a separate entity and further overburden the curriculum.

The teachers in the primary grades focused on the developmental level of the child. Career experiences were related to the child's immediate environment. All areas of the curriculum were utilized.

Below are some of the examples of how this was done:

1. Body tracings, mirrors, and photographs were used to stress self awareness.
2. Parents were brought in to discuss their careers when studying community helpers.
3. Students interviewed custodians, bus drivers, teachers, postmen, etc., and with the teachers' help wrote career booklets in reading and art classes.
4. Nutrition classes were used to study the restaurant business and a simulated restaurant scene was set up.
5. Corporations were set up and the accounting incorporated into math dealing with profit and loss and whole number concepts.

Numerous items were produced and written up for dissemination to other individuals in the project. Whenever possible, teachers who wished to share their ideas were asked to present them at teachers' meetings during inservice days. The teacher-training-teacher approach proved to be a dynamic ingredient in the process.

In the intermediate grades, the approach became more global with the student developing mental capacities and abilities to abstract role playing. Simulations were also more evident at this level.

Career experiences related to not only home and community but also the nation and the world are typified in many social studies curriculums in the 4th, 5th, and 6th grades.

1. Students studied the assembly line and simulated this experience via the production of such items as plaques, neckties, and candy.
2. More sophisticated corporations were set up which dealt with the stock market and school stores. Math was used to tie in fractions to the market changes. Language arts were utilized to write letters to suppliers. Art was used to study advertising.

3. Ballads about careers were written in music.
4. A book on careers was produced in a language arts and social studies class.
5. During a study of medieval history, students traced the careers prevalent at that point in history with their modern day counterparts.
6. A study of deciduous and conifer trees led to a year's study in science of careers related to the growth of "The Seed."
7. Students studied the careers related to the news industry in reading and social studies in connection with the production of their own newspaper.
8. Study of the D.O.T. and O.O.H. during library period.

It is interesting to note, that well over 70 teachers in K -12th grade have participated in over 400 career activities and there has not been one duplication in the four school districts involved. The answer is teacher awareness keyed to the developmental level of the child.

For example, if a teacher has a doctor in at grade 1 during a study of community helpers would there be a duplication in grade 3, 6, or 12? There is no problem if the teacher keys the doctor in to the grade level of the student. In grade 1, the doctor may talk in broad terms of himself being a community helper. In the later grades, corresponding to the students level of development, the discussion could focus in on careers in medicine such as the internist, radiologist, or general practitioner. This applies to any career related presentation by individuals. Thus, if the careers are truly integrated into the curriculum, little duplication will exist. At the primary grades, career experiences will relate to immediate, concrete experiences working toward more abstraction and decision making in the upper grades.

During grades 7 - 9, the exploratory stage, the child will pursue some of those areas of interest developed during his awareness experiences in grades K - 6. This is a period of looking at himself in

greater introspect and determining how his interests and abilities relate to various career interests. It would be naive to say that the project has accomplished this in a nine month project. Ideally this stage of development will take six years or more in a longitudinal career-oriented program. However, project teachers have generated career related experiences for the junior high student relating to the age level of the student and curriculum integration. During the exploratory stage, testing for aptitudes and abilities plus interest inventories play an important adjunct role as does counseling and guidance. Below are some samples of items produced by project teachers:

1. Career libraries in all project schools.
2. Panels in social studies which disseminate information on careers; such skills as outlining, public speaking, etc., being utilized.
3. Construction of small dwellings in I.A. classes.
4. Development of a student's own self-evaluation survey to which he will add as he takes interest inventories and other evaluations in grades 7 - 12.
5. A complete career-oriented language arts and social studies program for students in grades 7 - 9.

The theme at junior high also includes many field trips into the community and resource speakers coming to the schools with the idea that a student may check his imagined ideas about a career against the actual "knitty gritty" of the job scene. It is an important time since the student is "zoning in" on tentative career choices as well as a more complete awareness and understanding of his "self concept."

In the last general phase of this developmental sequence, the area of preparation is stressed. It is assumed, built upon the foundation laid in K - 9, the student is now ready to make some realistic choices about careers. Out of his exploration in the junior high, he may now have several areas which are of general interest to him as a career. He is reaching maturity and his ability to abstract and make decisions should be fairly sophisticated. Again, it was stressed

through the project that no one particular year was the zenith of this development, but some point in the future which builds upon a longitudinal career-oriented program. The approach utilized this year was a cross-sectional one. Below are listed some of the experiences developed by project teachers in grades 10 - 12, secondary school scene:

1. Careers course for all incoming freshmen, zeros in on decision-making, simulations and role playing, filling out forms for jobs, social security, etc.
2. Use of urban geography to tie in careers.
3. Study of careers related to math and science.
4. Careers in the rural community integrated with botany.
5. Use of home economics to study careers related to this area.
6. Development of a foreign language related careers program.
7. Tie in of E.R.I.C. services and employment securities with the career library.
8. Development of a career related radio and T.V. techniques class.
9. Use of volunteer aides through social studies to study career related interests.

Through this type of an approach, it is hoped that the student will have a better idea of his career selection.

To avoid confusion, do not assume that all students have selected their career choice by grade 12. The secondary school of the future must be open-ended so that a student may exit or enter at any time during his working career. Some students may be ready for a career selection at grade 10 and then re-enter the educational system for additional training later on in life.

At this point in the career evolution, most secondary schools and the community at large are not ready to accept this open-entry concept nor the ramifications of it, such as evening classes for any students and shared time with community colleges and 4-year institutions. But if career education is to be truly workable, these types of concepts must be explored.

In conclusion, project findings indicate that teachers can integrate career education into the curriculum using this process. It has been

proven by the project teachers and the positive acclaim for career education that has been voiced by the students and the community.

However, one must be cautious not to fall into some of the following pitfalls:

1. Some districts have mandated that a specific career education curriculum be developed for each grade level. This may take the form of a particular grade level teaching a specific cluster. For instance, mechanics in grade 5 or health services in grade 6. We have found that this can stifle a developing program because it often forces a teacher into instructing in an area where they have little knowledge. This leads to teacher fear and hostility with the end result being many students getting the wrong slant, both in attitude and information, on a particular career.
2. Do not buy "career kits" initially. Often these then become career education and by-pass the teacher's involvement in not allowing the instructor to use his imagination to develop career education techniques. They are the equipment Mr. Nachtigal refers to as gathering dust on the shelves after a particular funded program has ceased.

The key elements of our career education delivery system are: a teacher-training-teacher approach, expanded use of the total community, an atmosphere which allowed for experimentation and innovation by the teacher. Administrative commitment to this method is critical.

Procedures:

The procedures for attaining each objective states in thie proposal were developed in Washington State's Part C Project: 1972-73.

The basic elements of procedure developed in the performance-based career education model (R & D: Part C) are outlined as follows:

Three (3) project administrators: Project Director, Curriculum

Specialist, and Guidance-Counseling Specialist. These three administrators are directly responsible for the basic intent and design of the project.

A project Design Team(s) (fifteen to twenty members). The Design Team members work directly with the project administrators as the catalyst for curriculum and guidance innovations related to all aspects of the project.

A "Learning Package Format": learning objectives states in behavioral terms. A basic process item used for activity/program development and dissemination by all project participants.

Teacher-produced workshop(s) in curriculum and guidance/counseling areas (upon Design Team and/or teacher request).

Project administrators work directly with administrators from each participating school district to assist them in determining their own degree of participation.

Design Team produced workshops, mini-workshops, or discussion groups, at teacher request, throughout the duration of the project.

Design Team members will facilitate periodic "critique sessions" of teacher-produced career-oriented activities/programs (in relation to the developing concept and process of career education).

Teacher-produced activities/programs (using a "Learning Package Format") to accommodate specific needs of participating students.

Evaluation of each teacher-produced activity/program (evaluators to include the subjects (learners), activity/program developer(s), and other participants whenever possible).

Materials:

The project emphasizes a teacher-based approach and consequently it has been found under research that the items required by teacher in regard to career education are not equipment items. They are articles which have been consumable in such things as "hands-on" projects.

Thus, it is hoped to get away from purchasing expensive pieces of equipment which will end up gathering dust in some equipment room after the expiration of the project. Materials that were utilized in the project are listed in a separate report.

Method:

The basic method will incorporate the integration of career education into the on-going curricula of the school.

A performance-based format will be followed by the project teachers which will allow for transportability of materials produced. This behavioral objective approach will follow many of the themes laid down by Mager (3). Project teachers who have aided in the development of this instrument, have reacted favorably to it as a dissemination device.

In essence, the Part C, R & D project followed the main themes laid down by such individuals as Piaget (1) and Super (4) as to integrating developmental and career theories. We have also drawn from the works of Tuckman (5) and his age-graded model for career development. We do not assume that these theories have the final answer, but for an evolving model they have some practical credence and appear to fit.

Thus, though the teachers will determine the best methods for career education in their classrooms by interacting with other team members, they will be operating under an age-graded model which will take into account the developmental level of the student. This is a must for the project, any project for that matter, in that it takes in the diverse backgrounds of our students. For example, different techniques would be required of the Cusick students with their large percentage of American Indians as versus Lewis and Clark, a school of 1700 inner city students.

The model has indicated that in grades K - 3, the teachers have utilized process items that deal with materials in the curriculum that are concerned with the students' immediate surrounding. Teacher's work with concrete, manipulative materials and content refers closely to Piaget's operational stage in logical thinking.

Career awareness is a big factor and data is being provided via subject matter materials, field trips and interview techniques to aid the primary student through this age which coincides with the fantasy period expounded by such individuals as Super and Ginzburg.

Various methods have been utilized in working with these primary students. Self-awareness has been fostered by the teacher via such means as students taking pictures of one another and discussing how each

individual is his own identity. Mirror drawings and body tracing all have emphasized at the early grade level the uniqueness of the individual.

Career awareness has stressed jobs in the family, school and community. Wherever possible, this awareness has been integrated into the subject matter material via reading about jobs, doing arithmetic as it relates to such items as cooking and simple carpentry.

Field trips have been utilized in the K - 3 program. However, one major shift has been stressed. Teachers have been developing awareness of not only the "things" of a field trip but the human type of awareness. Students have been asked to interview workers and report back to class about their findings.

Again, it must be emphasized that methods are in a state of evolution. However, the technique of teachers developing awareness about careers must occur before permanent, fundamental change is made in the curriculum. The model addresses itself to this process in the interaction of the design team with participating teachers.

In summary, grade K - 3 teachers will follow many of the procedures and methods found effective in the model. "Hands-on" materials and the study of the student's immediate environment will be stressed. Awareness of careers will be started in earnest. Methods will follow the rationale laid down by such experts as Piaget, Tuckman and Super.

During the next general stage, grades 4 - 6, the student is progressing from the need to work with concrete materials and his ability to abstract is becoming more pronounced even though it is not fully operational.

The student is moving from a period of fantasizing about careers to making some tentative choices. In other words, he is starting to check his interests against aptitudes and abilities.

"Hands-on" projects will become more sophisticated. The broadening imaginations of students will be utilized in role-playing situations and simulations. Awareness of self will be implemented with awareness of others.

The subject matter at this level deals with more global concepts. No longer are the family and community the main sources of study, but now the country and world come into prominence.

Teachers in the project have utilized different ways of broadening the career awareness base during these grades. One evident outcome has been a more direct study of the interrelationships of careers within certain areas and the study of clusters, especially at grade 6.

School stores have been set up, for example, to study retailing. Students have taken on the roles of clerks, managers, accountants, etc. These studies have been related, whenever possible, to the basic subject matter. Arithmetic has been used for setting up simple accounting systems, art for advertising, language arts for writing business letters, etc.

In other areas, social studies has been used to study careers in other cultures.

The gifts and contributions of individuals in other societal groups needs to be emphasized. The Part C model is a positive vehicle in this project for this type of endeavor and hoped to have cultural exchanges between the Indian youth in Cusick and the other project sites so each will better understand the complexities of their respective cultures.

In addition, grades 4 - 6 also may address itself to the developing sex roles which will become more pronounced in grades 7 - 12 and puberty. Project teachers have endeavored to allow females to work at "hands-on" projects which emphasize such skills as carpentry. There is a need for students to see and be cognizant of the fact that there are many vehicles for career choice that beforehand were stereo-typed as either male or female.

Last, but not least, the developing ability to abstract brings with it a need to develop decision-making processes. Teachers will aid in this development by allowing students to interview workers, have in resource speakers, use simulations and role playing and participate in group discussions.

In the next phase, grades 7 - 9, major emphasis will be given to such things as test taking, visitation to career areas of interest and field

trips in addition to other items of career awareness previously mentioned.

Students will work with guidance individuals in delving more into their self-awareness. Interest tests such as the OVIS and Kuder will supplement achievement and ability tests already taken. Students will be asked to read in career libraries about areas they are specifically interested in. Visits by community college personnel will be encouraged to make students aware of the resources in this post-secondary school emphasis.

The main thrust, will be toward narrowing down some of the areas the student may have been aware of in the earlier grades. This thrust will be supplemented by the basic subject matter of the junior high and the more sophisticated shop and home economic areas.

An expansion of the cluster concept studies will also take place. This would seem a must since youth at this age are faced with the necessity of making choices for high school and the students must be aware of more types of specific careers within the clusters.

Thus, in accord with Piaget's concept of the student's ability to do more abstracting at this age and Super's tentative choice period, the main thrust will be toward exploration and narrowing into more specific career fields. Emphasis will be toward feedback to the student about his abilities, interests and aptitudes so he can guage these in decision-making for the future.

As the student enters high school, the major emphasis will be in preparation for a career upon exit from school.

Teachers in the project have utilized courses in careers, career days, on-the-job training, distributive education, field trips and numerous other vehicles to allow students to check out their interests. Simulations become more important in such areas as business education.

There will be a stronger movement to identify the student who will exit from school prior to grade 12 and afford him some type of salable skill. This indicates a need to afford students entry to such areas as the community college and Continuation High School where a student can select areas not available in the traditional high school.

Guidance and counseling will take on a greater responsibility with placement and follow-up counseling. Consequently, every student will leave the system with entry level job skills.

1. Ginzburg, Herbert and Opper, Sylvia. Piaget's Theory of Intellectual Development. New Jersey: Prentice-Hall, Inc. 1969.

2. Jenkins, Edward. "An Analysis of Students, Teacher and Parent Ratings of the Guidance and Counseling Program in the Spokane, Washington Junior and Senior High Schools," Dissertation Abstracts, (1971).

3. Mager, Robert F. Preparing Instructional Objectives. Pala Alto, Calif: Feron Publishing, Inc. 1962.

4. Super, Donald E. The Psychology of Careers. New York: Harper & Brothers. 1957.

5. Tuckman, Bruce W. "An Age-Graded Model for Career Development Education." Eric ED 060 180, 1 Jun. 72.

(d.) Results and Accomplishments

Dissemination:

The dissemination of project findings and accomplishments was presented throughout the state. The process of dissemination took the form of personal presentations. Over 70 presentations were made to interested groups across the state. This total audience of over 3,000 included college faculties, school district teachers, and administrators, and community and business leaders as well as parent-teacher groups.

Interested persons were able to select from these formats:

(a) A one and one-half hour project overview presented by project administrators.
(b) A three hour project overview with an emphasis upon the curriculum and guidance components.
(c) A one day workshop presented by project administrators and design team members. The presentations included an overview of the project and a display and discussion of teacher-produced materials.

The eighteen-member Design Team has the ability to participate in the continued development of Career Education within their local districts as well as on a state-wide basis.

For a complete listing of project presentations, see appendix. (map and listing)

Transportability:

One of the primary goals of the project was to test the transportability of the model into schools other than those in the project.

The following schools have been introduced to the model and are studying the feasibility of adoption:

	Approximate student population:
1. Mead School District - grades K - 12	4000
2. Oakesdale High School	350
3. Northwest Christian Schools-K - 12	300

In addition to the above schools, the basic process design was incorporated into the following schools' projects or grant proposals:

1. Sacajawea Junior High School - Spokane - 7th - 8th (1972/73)
2. Shaw Junior High School - Spokane - 7th - 9th (1973/74)
3. Cusick Schools - K-12 (1973/74)
4. Oakesdale High School
5. Central Valley School District - K - 6th (1973/74)
6. West Valley School District - Ness Elementary-K - 3rd (1973/74)
7. Cashmere School District - (1973/74)
8. Quilocene School District - (1973/74)
9. Snohomish School District - (1973/74)

Post-Secondary Institutes:

Results of the project were discussed with the following colleges and universities. Each expressed particular interest in the Career process; how the post-secondary schools could implement Career Education in such areas as teacher and counselor preparation, courses of instruction for students, and the need for greater cooperation with elementary and secondary schools:

1. Eastern Washington State College
2. Central Washington State College
3. Western Washington State College
4. Washington State University
5. University of Washington
6. North Idaho Junior College
7. University of Idaho
8. University of Portland
9. Gonzaga University
10. Whitworth
11. Tacoma Community College
12. Spokane Community College

Other:

1. Northwest Area Superintendent's Council
2. School District #81 Curriculum Day presentations - Finch and Sacajawea (1 - 12)
3. School District #81, Elementary Principal's Association
4. All day, multi-district workshops:
   (a) K - 6th
   (b) 7th - 9th
   (c) 10th - 12th
5. Washington State Personnel and Guidance Association's State Convention in Spokane; participated in panel discussion with Dr. Donald Super.

6. Community wide communications
   (a) KGIS - TV - 30 minute presentation
   (b) KEZE - Radio - 30 minute presentation
   (c) KHQ - TV - 10 minute interview
   (d) Local newspaper coverage (4 articles)
7. Various civic groups
8. Washington State Congress of Parents and Teachers - three day convention (state)
9. State Regional Conferences on Career Education:
   (a) Spokane area
   (b) Seattle area
   (c) Ellensburg area
10. Washington Vocational Association - State Regional Conference and State Convention.
11. Bellevue School District Administrative staff
12. Longview School District - Administration and faculty - all day workshop
13. Rogers High School - Spokane
14. Marysville area administrators and faculty
15. Ephrata area administrators and faculty
16. Tenino area administrators and faculty
17. Continuation High School - Spokane
18. North Central High School - Spokane
19. School District #81 - Counselors

Staff Development:

The sequencial development of the process-based model included four phases:

1. The project administration
2. The Design Team
3. Staff introduction
4. Staff follow-up

In phase four above, teacher follow-up consisted of several areas of staff development. As teacher awareness increased, requests for inservice training began to focus on several of the problem areas toward which the project was directed.

Accomplishments in the staff development area involved teachers in a variety of experiences and activities as follows:

(A) Instructional Services
   1. "Hands-on" projects
   2. Theories on career choice
   3. Utilization of occupational information
   4. Community resource people
   5. Community agency services
   6. Instruction on taking industrial field trips
   7. Sources of career related materials: local, state, and national

8. Use of E.R.I.C. services
9. Operation and use of audio-visual equipment
10. Field trips into the community
11. Production of printed and non-printed career related materials
12. Establishing classroom corporations

(B) Guidance Services

1. Role-playing
2. Simulations
3. Guidance techniques
4. Interest inventories
5. Reference materials - use of Volume II of the D.O.T. and Occupational Outlook Handbook
6. Small group processes
7. General occupational information
8. Career guidance centers
9. Statistics, trends, and follow-up services
10. Mini-field trips
11. Inter- and intra-district teacher visitation
12. Teacher designed workshop (process)

Career Information Centers:

Each of the site schools had instigated a career information center which was equipped with the following materials:

1. Dictionary of Occupational Titles
2. Occupational Outlook Handbook
3. Numerous pamphlets concerning careers
4. Occupational Information by Robert Hoppock
5. Career information sourcebooks for the professional library
6. Microfishe libraries
7. Microfishe readers
8. Books on careers for the students

In the main, by using such items as the Chronicle Guidance Series Guide to Career Materials, the Dictionary of Occupational Titles, and Occupational Outlook Handbook, a school may equip a career information center for less than $60.

A manual for implementation of a career information center has been written by the Project and may be viewed by turning to Special Report.

Commitment:

Each of the participating school districts have developed plans for the continued expansion of the basic model within their own districts. Some have decided to expand vertically into the higher or lower grades; others have elected to expand horizontally throughout

the district. In most cases, the total district should be involved within a three year period.

The interest of these districts in Career education was also evidenced by the attached statements that were prepared for a Part D proposal.

Also attached are some exerpts from a project review conducted by state office personnel in Cusick.

Staff Relations:

A process-based model appears to improve staff communications and generally leads to cooperative sharing, planning and follow-up. Classroom teachers reported numerous situations throughout the school year when they planned and implemented a career-ordered activity in the classroom as a result of visiting another teacher or attending a teacher-produced workshop.

Building principals reported a more positive attitude among teachers. From the viewpoint of participating school administrators, the Project's apparent positive influence on teacher attitude and morale was, in itself, worth the commitment to the Research and Development Project.

School personnel also reported overwhelmingly favorable comments from parents and interested members of the community at large. Business and labor representatives supported a variety of student-centered activities and programs.

Student relationships with the community resulted in invitations from business and labor interests for students to return for additional career-oriented activities the following school year (1973-74).

The net result was a positive experience for teachers, both in the classroom and in the community. Many teachers expressed a renewed confidence in students, in the community, and in themselves as teachers.

Special Reports:

During the project year, several surveys were originated and carried out by the administrative team.

These surveys dealt with the following three items:

1. A questionaire directed toward numerous items concerning Career Education; two forms were devised: one directed toward teachers actively participating in the project and another aimed at individuals who were not yet participating in the project. (special report)
2. A survey to determine the teachers' awareness and attitude toward the process being developed in regards to the project. (special report)
3. A survey on small group process. (special report)

In addition numerous requests were received by teachers and administrators for the following materials:

1. A sourcebook on the various types of interest inventories available, cost and publisher and a critique of the instrument. Over 60 interest inventories were surveyed in this comprehensive study. (special report)
2. A teacher manual for the use of the D.O.T. in the classroom. (special report)
3. Guide to teacher write-up of their career activities. (special report)
4. List of materials utilized by project teachers. (special report)
5. A resource guide for establishing career information centers. (special report)

All the above named items may be acquired by writing to any of the four participating school districts.

(e.) Critique of the Evaluation

As the evaluators have pointed out, there was a need to become more specific as to the goals and objectives of the project. The original goals were quite nebulous and in many respects met early in the project year.

For these reasons, new objectives were written in behavioral terms to encompass the expanded scope and direction of the project.

The administrators of this project feel that the overall evaluation of the project by the third party evaluators was adequately outlined as to implementation of a design for evaluation. However, some commentary needs to be directed toward the critiquing process. Due to the four district nature of the project and the many administrators and teachers involved, it was felt that one visit to a site school for a partial day was not adequate to fully ascertain both negative or positive aspects of the project. Many teachers and administrators indicated they had never conversed with the evaluators as to the project goals.

Another example was in regards to the commentary concerning the "write-up".

A question has been raised by the Project's third-party evaluators regarding the quality of the teacher-produced articles which came to be known in the Project as "write-ups".

Apparently, the evaluators equated the "write-up" format with the more traditional teaching unit. In this regard, the evaluators have concluded ". . .the write-ups should have been prepared with greater care, with increased attention to specificity and detail. This would allow the write-ups to become an effective component in a transportable model for career education."

In our opinion, the evaluators have looked primarily to the content of the write-ups. If the purpose of the "write-up" had been directed toward the production of "career materials," little disagreement could be mounted in relation to the evaluator's comments.

However, the "write-up" is representative of a method or process item; the purpose of the instrument is to assist the teacher plan. At no time were the "write-ups" represented as anything more than the teacher's "initial efforts" to develop a career-oriented activity in relation to some aspect of the existing curriculum.

We would suggest that an evaluation of content, if such an evaluation is deemed appropriate at this point in the Project, must focus upon the teacher's existing curriculum; not simply upon various "career-oriented items" which intend to be integrated into that curriculum.

The unfortunate comparison between the teacher-produced "write-ups" and more traditional instructional unit has apparently misdirected the attention not only of the evaluators, but also of those individuals who would depend upon the evaluator's report for an accurate understanding of Project goals and objectives.

The "write-up" instrument utilized a "Learning Package Format." The more specific purpose of the instrument was to assist the teacher "sort out" (process) the basic concept, objectives, activities, and materials needed to accomplish some career-oriented activity of his own design. The "write-up," as a process item, is capable of being transported into any school or school district. It is with this notion in mind, that we have offered teacher-produced "write-ups" as example materials. Should a teacher find some aspect of a "write-up" (content) to be helpful--fine, we would hope that the individual would than go ahead and develop his own activity. However, the development of content per se is not, and never has been, our goal in this Project.

In conclusion, our goal has been to construct a "development and delivery system" (process) which any school or school district might adopt to develop their own career education program. Apparently the Project evaluators have failed to identify the distinction we hoped to establish between the content and process of an educational program.

We believe that any attempt to evaluate this Project must clearly distinguish between elements of content and process.

One final commentary should be directed toward the lag in time before the third party evaluators were brought on the scene. Difficulty was encountered in locating an evaluation team. This caused some difficulty in that the examiners were not on hand during the critical initial steps of implementing the project. The time constriction also may have caused some difficulty in allowing the evaluation team to visit site schools with enough frequency.

Third-Party Evaluation of the Project:

The administrators of the Career Education Project developed an outline of an "evaluation model." The purpose for the "model" was to suggest a process or procedure which the evaluators could consider as a part of their over-all plan for evaluation.

The "model" was outlined as follows:

"EVALUATION MODEL"

Descriptive Research
(School Survey)

Research Design	Data Gathering	Data Processing
a) Statement of the problem	a) Proposed research procedures: content items and process items . research tools . site visitation schedule	a) Organization . content items . process items . quantitative/qualitative
b) Significance of the problem	b) Time schedule . Argonne Jr. Hi . interim report / dates . final report /	b) Analysis . classification . sorting . tabulating . interpretation . evaluation
c) Definitions, assumptions, and limitations (including Project objectives)	. Cusick Schools . interim report / " . final report /	c) Conclusions (based upon Project objectives).
d) Resume of related literature	. Lewis & Clark High . interim report / " . final report /	
	. University Elementary . interim report / " . final report /	
	. Whitman Elementary . interim report / " . final report /	

PRELIMINARY OBSERVATIONS OF A CAREER EDUCATION PROJECT

Evaluators: Andrew J. Keogh
R. A. Pendergrass

It should be noted at the start of this report that the observations made are preliminary in nature. To date we have had the opportunity to review materials from the project office, visit two site schools, Cusick and Argonne Junior High, attend one team meeting, and discuss the project with the staff on two occasions. We will have to spend more time with the project before we can make conclusive statements about the project's success in meeting either process or product objectives. However, there are some observations that we feel will be of benefit to the staff, the team members, and the district representatives.

A. At this time it appears that the objectives originally stated for the project are generally being met. However, it seems that the project staff has considerations beyond the original proposal. This seems to be particularly true in the area of objectives or goals concerning developmental processes and teacher involvement. From the perspective of an evaluation, this situation makes it extremely difficult to make any conclusive statements about the progress of the project to date.

   (It is suggested, now that the mid-point of the project has been reached, that the project staff and team attempt to isolate and state the objectives beyond those in the original proposal which are giving focus to the project. This should aid the team staff and evaluators in maintaining an accurate picture of the progress of the project.)

B. After visiting two site schools and talking with team members, we feel that there is a lack of clarity concerning staff roles.

Team members are unclear about which members of the staff are responsible for various aspects of the project. The team members stress that it is a problem of role definition, not one of personality or competence - the team members had high regard for each of the staff members.

(It is suggested that the staff members attempt to define their respective roles and articulate this to the team members).

C. Several team members (in groups or individually) have written reports of their project activities. While reproducing and distributing these reports to all team members is valuable, an additional step might now be taken. We suggest that the reports to date be reviewed and that common elements be organized into general statements that reflect the general trend and progress to date. In particular the team members could benefit by the clustering of concepts (teaching ideas) by age or grade levels.

(These generalized statements might help the team members generate new curriculum units. It will also draw attention to the following stated goal of the project: "To develop a model of programs, commensurate with specific grade levels, that could be transported and incorporated into the classroom curriculum anywhere.")

D. The distribution of materials from the staff is handled efficiently, both to and from the team members. But much of the materials going to the team members is a loose or disjointed form - kind of a one-sheet-at-a-time procedure. Originally, this was undoubtedly due to the late hiring date of the staff which reduced their time for organizing and disseminating. This forced them to get out materials in a hurry and precluded some necessary feedback as to the value and clarity of the materials. Also, some of the team members felt that there was more writing on their part than they had been led to believe. There was some confusion as to the how-to of some of

this writing.

(A periodic check of instructions and other outgoing materials should be made by the staff. A system for obtaining feedback from the team members as to usefulness and clarity of the materials is essential.)

E. We direct your attention to the following statement: "Each component will be designed in a manner which will permit careful measurement of student progress." (p. 5, Career Development Model: Letter of Assurance.) The activities of the project are affecting students. However, there does not exist within the project a means for determining the form and magnitude of these effects. If the project has meaning, that meaning is expressed in the affects that the project has on students. Any meaningful evaluation of the project must have as a major component the assessment of student changes, or behaviors.

(We suggest that the efforts of the staff and team be directed toward identifying and measuring the affects of the project on students. The staff might enlist the help of the Research Coordinating Unit and/or specialists from the Coordinating Council for Occupational Education of the State of Washington, as suggested in the Letter of Assurance.)

As a closing statement we would like to note that we have been positively impressed by the staff and team members. They have evidenced a substantial commitment and interest in the success of the project. They have a realistic view of the project as expressed by their determination to take from the project things which will support career education after the project has terminated. In short, their concern for the project would indicate that there is every possibility that they will see the project through to it's successful conclusion.

F I N A L E V A L U A T I O N R E P O R T

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Introduction

This evaluation report will deal with four major areas as delineated by the external evaluation process called for in the Project. These four areas were set forth in the contract between the Project and the evaluators:

> By personal interviews and visits to all the site schools and participation in team meetings, the evaluators will:
>
> a. Ascertain the extent to which the original objectives of this Career Education project have been reached.
>
> b. Determine what factors either prevented these objectives from being reached or enabled them to be reached easier.
>
> c. Evaluate the administrative commitment and plans to continue the Career Education concept after the project has ceased.
>
> d. Evaluate the transportability of the Career Education model by contacting two (2) schools where the model is being tested outside the original scope of the project.

The Project objectives which are evaluated in this report are not the originally stated objectives of the Project. The original objectives were found to be inadequate, and could not be evaluated. By agreement of all parties, a new set of objectives was constructed. These objectives were submitted to the 3rd party evaluators about March 20, 1973. The new objectives form the basis for the evaluation of the 3rd party evaluators.

To determine how the Project is meeting its objectives, the evaluators gathered information from four sources: (1) observations made by visits to the site schools, (2) interviews of participating persons in the project, (3) review of all written materials submitted by design team members and other Project participants, and (4) interviews with the administrative team. The evaluators did not attend team meetings as they were not given advance notice of meeting times and places.

The evaluators want to stress that the revised objectives (March, 1973) are the basis of the Project. The remainder of the report will detail how

well the Project has met the three subsets of objectives: administrative objectives, curriculum objectives, and guidance objectives.

The evaluation report will deal with each of the areas listed above (a, b, c, and d) in turn. It must be cautioned that some of the areas (particularly b and c) cannot be evaluated in an objective fashion entirely, and must of necessity allow for subjectivity on the part of the evaluators.

CURRICULUM OBJECTIVES AND EVALUATION
OF THE CAREER DEVELOPMENT PROJECT

1. Given participation with the Project, fifty teacher participants will be able to demonstrate via classroom curriculum that Career Education materials can be integrated into the on-going curriculum.

   EVALUATION: Under the auspices of the Project, more than fifty teachers have utilized career education materials in their classroom activities.

2. Given a list of Career Education projects currently underway in the nation, the Curriculum Specialist will collect and disseminate samples of materials produced in these projects to all requesting teachers in grades K - 12.

   EVALUATION: Materials from various Career Education projects were collected and made available to the design team.

3. The Curriculum Specialist will compile a listing of resource speakers and field trips which will be made available to design team members and participating teachers. From this list and follow-up contact, 80% of the requests for resource speakers and field trips will be met.

   EVALUATION: A list of resource speakers and field trips have been compiled and made available to the team members. However, it has been found that teachers prefer making their own arrangements or working with design team members rather than referring to the prepared list or asking help from the Curriculum Specialist.

4. Given design team participation and teacher inservice, the Curriculum Specialist will aid in developing at least 60 units in curriculum concerned with Career Education.

   EVALUATION: Over 125 "write-ups" are presently completed. The pattern of developing "write-ups" was that of the Curriculum Specialist training the design team, who in turn trained the participating teachers. (The term "write-ups" was used by the design team in place of the term "unit.")

5. The Curriculum Specialist along with design team members and librarians will develop career libraries in all participating schools of the Project.

   EVALUATION: Each of the participating schools is in the process of developing a career education library. Lewis and Clark High School, Cusick Consolidated Schools, and University Elementary School are most advanced in the collection of career education materials for their school libraries.

6. Given design team meetings on a monthly basis and visitation with teachers, the Curriculum Specialist will develop and produce a guide for placement of career activities in the spiral curriculum for grades K - 6 by August 24, 1973.

   EVALUATION: As of June 15, 1973, the Curriculum Specialist is currently in the process of developing a spiral curriculum for the placement of career education activities for grades K - 6.

7. Given participation with the Project, 90% of the participating teachers will indicate a verbal commitment to continue fostering Career Education activities in their curriculum beyond the funding year of the Project.

EVALUATION: The evaluators have been unable to interview 90% of the participatingteachers. Therefore, we have been unable to determine if 90% of the participating teachers will indicate through a verbal commitment an intention to continue career education activities beyond the Project year. However, all of the teachers that have been interviewed (50-60%) have indicated an intention to continue career education activities after completion of the project.

8. Given a maximum of four in-service days or mini-workshops, the participating teachers will be able to produce units in the curriculum of Career Education.

EVALUATION: The administrative team has conducted in excess of four days of in-service training and mini-workshops; and the existence of over 125 "write-ups" (units) presumes the ability of the teachers to produce materials of this type.

9. The Curriculum Specialist along with the Project Director and Guidance Specialist will affort information services via lecture or written reply to all requesting parties.

EVALUATION: The evaluator's evidence extends only to the Project site schools. However, when information was requested by members of the site schools it was readily given.

10. Given participation on the ad hoc State Steering Committee for Career Education, the Curriculum Specialist will aid in the development of at least three statewide regional meetings to disseminate the findings of the Career Development Project.

EVALUATION: The Curriculum Specialist has been involved in the development of three state-wide regional meetings that have been held at Spokane, Seattle, and Ellensburg.

11. The Curriculum Specialist will assess the attitudes of the participating and non-participating teachers included in the Project schools at least once during the longevity of the Project as to Career Education.

EVALUATION: The Curriculum Specialist has assessed the "attitudes" of the participating and non-participating teachers included in the Project schools. The results of the assessment are summarized in the quarterly report of the Project dated January 31, 1973.

12. The Curriculum Specialist will assess the attitudes of parents who send students to schools included in the Project at least once during the longevity of the Project as to Career Education.

EVALUATION: As of June 15, 1973, assessment of the attitudes of parents who send students to schools included in the Project has not been done.

13. After completion of an in-service workshop in late February or early March, participating teachers will demonstrate an understanding of at least two of the major writers in Career Education.

EVALUATION: Based on interviews with 50-60% of the participating teachers, they have indicated that they do not have an understanding of at least two major writers in Career Education.

14. After completion of a maximum of 4 in-service or mini-workshops, participating teachers will demonstrate through either examples produced or knowledge of at least 2 "hands-on" projects that they may utilize in their classroom.

EVALUATION: The administrative team assumed that the existence of over 125 write-ups in the schools met this objective; however, the evaluators were unable to verify that assumption.

15. Given a school year participation in the Project, all participating teachers will demonstrate a positive attitude toward Career Education. A measurement instrument will be compiled by the Curriculum Specialist prior to the month of May, 1973.

EVALUATION: As of June 15, 1973, a measurement instrument designed to assess the positive attitude toward career education of all participating teachers is currently being administered.

16. After completion of a maximum of 4 in-service or mini-workshops, the participating teachers will be able to do the following:

a. Identify at least two major sources of occupational information.
b. Identify at least two consultants at the college level who they may call upon for further information in the area of Career Education.
c. Identify how their particular grade level fits into the total schema of Career Education from grades K - 14.

EVALUATION:
a. All teachers interviewed were able to identify two major sources of occupational information.

b. Only some of the teachers interviewed were able to identify two college level consultants in the area of career education.

c. As of June 15, 1973, the Curriculum Specialist has not developed and disseminated a total schema of Career Education from grades K - 14. Therefore, the evaluators are unable to determine whether teachers can identify how their particular grade level fits into the total schema.

17. Given a year's participation in the Project, participating teachers will demonstrate through written units that Career Education activities follow a developmental theme or age-graded model as expressed by such individuals as Tuckman, Ginsburg and Super.

EVALUATION: It is impossible to evaluate this objective before the end of the Project year.

18. After approximately two-thirds of the school year has passed, the Curriculum Specialist and the Guidance Specialist, under the sanction of the Project Director, will test the transportability of the model in another school district other than the 4 already involved in the Project.

EVALUATION: As of June 15, 1973, the Administrative Team is in the process of testing the transportability of the Project model in two additional sites: Mead, Washington, and Oakesdale, Washington.

19. The Curriculum Specialist will travel to at least two other sites utilizing Career Education in the curriculum and disseminate information about these sites to design team members and other interested teachers.

    EVALUATION: The Curriculum Specialist has traveled to Vancouver, Marysville, Northwest Christian, Shaw Jr. High in Spokane, and many more, and gathered information about their career education activities. This information has been disseminated to design team members and other interested teachers.

20. Upon completion of the Project, the Curriculum Specialist along with others on the administrative team will produce a final write-up concerning the Project's findings. This will be done prior to August 24, 1973.

    EVALUATION: It is impossible to evaluate this objective since the end of the Project year has been extended.

21. The Curriculum Specialist along with the design team members and participating teachers will aid in the development of at least two meetings which will be utilized to impart information to interested parties concerning Career Education prior to June, 1973.

    EVALUATION: The Curriculum Specialist, design team members, and participating teachers have presented information about the Career Education Project and other aspects of career education to School Boards, PTA meetings, state-wide conferences, and school faculties.

22. Given an extension of the Project to August 24, 1973, the Curriculum Specialist will produce a curriculum for college credit for teachers interested in Career Education.

    EVALUATION: This objective is in the process of being met through the offering of workshops for college credit; two workshops at St. Wright and one at Whitworth have been held.

ADMINISTRATIVE OBJECTIVES AND EVALUATION OF THE CAREER DEVELOPMENT PROJECT

1. Obtain information related to career education projects throughout the United States.

   EVALUATION: The Project's central office maintains an extensive collection of materials relating to career education throughout the United States.

2. Locate and employ two specialists, one in curriculum and the other in guidance.

   EVALUATION: Ed Jenkins was hired as Curriculum Specialist, and Hal Swenson was hired as Guidance Specialist. Both are highly qualified in their respective fields, and they have been with the Project since July 24, 1972.

3. Evaluate, with the specialists, the information obtained from the projects and assimilate appropriate examples to be used in this project.

   EVALUATION: This objective was not met as the administrative team determined that the examples from other projects were not appropriate for this Project.

4. Conceptualize a basic process to be followed in the Research and Development of a basic model for implementing career education.

   EVALUATION: The administrative team has conceptualized, and articulated, a basic process for the Research and Development of a basic model for implementing career education in this Project.

5. Locate and employ sufficient secretarial help to meet the needs of the project.

   EVALUATION: Secretarial help was employed and has continued with the Project.

6. Establish proper budgetary records and controls for monitoring the funds of the project to reach the intent of the project.

   EVALUATION: Appropriate Project budgetary records and controls for monitoring the funds of the Project have been established and maintained.

7. Develop administrative policies and procedures to be followed by the project participants.

   EVALUATION: Administrative policies and procedures have been developed and Project participants have indicated that the policies and procedures have become increasingly more effective during the Project year.

8. Request internal evaluation process to be established by the specialists and help re-direct the focus of the project as necessary.

   EVALUATION: Project specialists have developed internal evaluation instruments (see Curriculum Objective 11 and Guidance Objective 14); However, as of June 15, 1973, the 3rd party evaluators have been unable to determine if the Project has been redirected as the result of internal evaluation activities.

9. Supervise completion of all reports requested by State and Federal offices.

   EVALUATION: All reports requested by State and Federal offices have been completed.

10. Maintain liaison with sponsoring agencies and with the Research Unit of the Coordinating Council for Occupational Education.

    EVALUATION: Liaison with sponsoring agencies and with the research unit of the CCOE have been maintained.

11. Develop some dissemination device that will serve to keep interested individuals aware of the project's progress.

    EVALUATION: The preparation and distribution of the Project Newsletter (6 issues) served to keep interested parties abreast of the Project activities.

12. Locate and employ competent third party evaluators for the project.

    EVALUATION: Third party evaluators have been employed as evidenced by submission of this report.

13. Respond to inquiries made by the local community regarding the intent of theproject and solicit their support.

    EVALUATION: The administrative team responded to inquiries from the local community regarding the intent of the project. However, it appears to the evaluators that no attempt was made to solicit the support of those making inquiries.

14. Encourage various media sources to cover the activities of the project by working through the public relations department of the sponsoring agencies, when possible.

    EVALUATION: Newspaper articles, television reports, and radio interviews would indicate that this objective has been met.

15. Disclose any actions which tend to hamper or prevent the original research intent of this grant and to work for a compatible solution.

    EVALUATION: The 3rd party evaluators have no evidence that any disclosures have been made of actions which have tended to hamper or prevent the research intent of the Project.

GUIDANCE OBJECTIVES AND EVALUATION
OF THE CAREER DEVELOPMENT PROJECT

1. Given the general outline of responsibilities of the Project's guidance counseling component (letter of assurance: November 24, 1971), the Guidance Specialist will develop and/or compile process items for the development of a school-based model in career education. These process items must include:

   a. An identification of a Project "Design Team," including members from each site school.
   b. A designated series of dates for total "Design Team" meetings.
   c. A diagrammatical representation of multi-school and school district participation in the Project.
   d. A list of guidance component goals.
   e. A diagrammatical representation of the sequential development of the school-based model in career education.

   EVALUATION:
   a. A Project "Design Team" of sixteen members was identified: 4 from Cusick Consolidated Schools; 4 from Lewis and Clark High School; 2 from University Elementary School; 4 from Argonne Junior High School; 2 from Whitman Elementary School.

   b. Design team meetings began on July 27, 1972, and have continued at regular intervals for a total of eighteen design team meetings by June 15, 1973.

   c. The diagrammatical models have been developed and used by the administrative team to explain the goals and procedures of the Project model.

   d. A list of guidance componant goals (11 goals) were developed and distributed in September, 1972.

   e. The diagrammatical representation of a sequential development school-based model in career education has been developed and used by the administrative team.

2. Given Project "Design Team" members, the Guidance Specialist will develop and distribute concept-oriented materials periodically throughout the duration of the Career Education Project.

   EVALUATION: Concept-oriented materials have been assembled by the Guidance Specialist, and have been disseminated to the participants of the Project at frequent intervals throughout the duration of the Project.

3. Given a series of meetings with the "Design Team" members, the Guidance Specialist will introduce and explain a "frame of reference" for the development of a "guidance service area" at the school level. To be complete the "frame of reference" must include:

   a. "Population" (total student enrollment).
   b. "Sample" (part of the total student enrollment).
   c. "Individual" (the individual student).

   EVALUATION: Initial information concerning a "frame of reference" for the development of a "guidance service area" was distributed to the team members in July, 1972. Diagrammatic representation of "population, sample, and individual" of a frame of reference were

included in this material. Additional explanations of these concepts have occurred during team meetings throughout the year.

4. Given the need to disseminate ideas and information, the Guidance Specialist will establish procedure for publishing activities and programs produced by Project participants. To be complete the procedure must result in the publication of each activity or program as producedbby the Project participant(s).

   EVALUATION: The term "publishing" as used in this objective has been defined to the evaluators by the Guidance Specialist as meaning distribution of materials within the Project. A procedure has been established for the preparation and publication of written descriptions of activities and programs produced by Project participants. These written statements are generally referred to as "write-ups."

5. Given the need to document activities and programs, the Guidance Specialist will construct and implement a procedure to make available all activities and programs produced (written). To be complete the procedure must make such information available at each site school (their own published materials) and at the Project's central office (all materials published by the Project).

   EVALUATION: The "write-ups" are available at each site school and at the Project's central office.

6. Given the introduction of a "Writing Package Format" (instrument), the Guidance Specialiat will instruct "Design Team" members in the use of the instrument with teachers, counselors, and administrators. To be complete the instruction much include the use of concepts, learning objectives, learning activities, and sample methods of evaluation.

   EVALUATION: The Guidance Specialist has prepared written instructions for the preparation of "write-ups," and substantial time at team meetings was devoted to instruction of team members in this area. This instruction included the concepts of learning objectives, learning activities, and evaluative procedures.

7. Given interested Project participants, the Guidance Specialist will identify procedures the individual may use to order and/or obtain resources through the Career Education Project. To be complete the procedure must include:

   a. Printed materials.
   b. Non-printed materials.
   c. Resource People.
   d. Field trips.
   e. Teacher substitutes.

   EVALUATION: All projectparticipants interviewed were aware of the procedures used to obtain resources, types a-e, from the Career Education Project.

8. Given the initial introduction of the Career Education Project, the Guidance Specialist will present to interested teachers, counselors, and administrators, a suggested outline of guidance applications. To be complete the outline must include grades K - 14.

   EVALUATION: A guidance outline, including grades K - 14, was prepared, distributed to team members, and made available to interested parties as of August, 1972.

9. Given the initial introduction of the Career Education Project, the Guidance Specialist will compile and distribute to interested teachers, counselors, and administrators a listing of community resources. To be complete the listing must include:

   a. Children's service.
   b. Courts and correctional agencies.
   c. Employment.
   d. Handicapped.
   e. Health organizations.

   EVALUATION: A reference guide of community resources, including a-e, was prepared and distributed to team members in August, 1972.

10. Given the request of interested individuals, the Guidance Specialist will discuss and explain the Project's developing school-based model in Career Education. To be complete the discussion must include two aspects of the guidance components:

    a. Guidance component items related to the development of the over-all model in career education.
    b. Guidance component items that can be utilized by the teacher and/or counselor in the classroom or related setting.

    EVALUATION: The Guidance Specialist has had numerous opportunities to explain the Project model in career education, but the evaluators are unable to determine if the Guidance Specialist has had adequate opportunity to meet a and b above.

11. Given the expressed interest of classroom teachers, the Guidance Specialist will develop and present mini-workshop experiences in guidance techniques. To be complete the mini-workshops must include related areas as follows:

    a. Guidance services and programs in the school setting.
    b. Small group techniques (for classroom use).
    c. Role-play techniques (for classroom use).

    EVALUATION: At the request of interested teachers, Project workshops were held on March 6, 7, 8, and 14, 1973. Materials prepared for workshop participants indicate that a-c were met.

12. Given expressed interest of guidance counselors, the Guidance Specialist will develop and present mini-workshop experiences in counseling technique. To be complete the mini-workshop must include related areas as follows:

    a. Individual counseling.
    b. Group counseling.

    EVALUATION: The Project Guidance Specialist has indicated to the evaluators that it will be impossible to meet guidance objective 12 as just stated for lack of guidance counselors involved with the project.

13. Given the recommendation of a "Design Team" member, the Guidance Specialist will contact the specific teacher(s), with 100% follow-up.

    EVALUATION: Based on interviews with 50-60% of the participating teachers, no instance was found in which the Guidance Specialist (or Curriculum Specialist) did not follow-up a request for assistance by a teacher.

14. Given the need to periodically assess attitudes, opinions, and performance of Project participants, the Guidance Specialist will develop and/or implement survey instruments. To be complete the assessment(s) must include the participant's self-concept, attitude toward the developing concept and process of career education and his/her actual performance in the developing career education model.

EVALUATION: As of June 15, 1973, the assessment of attitudes, opinions, and performance of Project participants by the Guidance Specialist is in process and has not been completed.

Project Weaknesses

Because the "write-ups" are the principal written product of the Project, they become a vital component in the effectiveness of the Project's transportability. A review of all the "write-ups" generated by the Project revealed several weaknesses.

In the majority of instances the audience was identified by grade only. Specific numbers of students involved in the activities must be included in the "write-ups" if others are to determine the applicability of these activities in other classroom situations.

The quality of the objectives in the "write-ups" was extremely poor. They lacked the elements of behavioral objectives in the majority of cases. (Exceptions were a few of the write-ups from Cusick and Whitman.) This makes it impossible for teachers to adequately evaluate activities for other classroom settings in terms of entry level required of students, and results anticipated from students.

Finally, the description of activities in the write-ups was often inadequate. The description should contain enough information that the activity could be replicated in other settings. However, many of the write-ups only offered information concerning the type or category of activity, and no information specific or detailed enough for other classroom teachers to use as effective guides.

In conclusion, the evaluators suggest that the write-ups should have been prepared with greater care, with increased attention to specificity and detail. This would allow the write-ups to become an effective component in a transportable model for career education.

The model developed by the Spokane Project, which emphasizes curriculum construction by individual teachers in their own classroom, has resulted in the generation of widely diverse activities, concepts, and plans. Both the Curriculum and Guidance Specialists of the project have indicated through their written objectives, their intention to develop and disseminate a general curriculum guide, or statement, for career education. It is our suggestion that this curriculum guide/statement be written and offered to teachers in the Project as soon as possible. This should be done before the start of the 1973-74 academic school year. The guide/statement would give teachers

involved in the Project an opportunity to analyze and identify their contributions to the Project.

After interviews with the "design team," "administrative team," and teachers in the site schools, it is evident that the Project has had a varied impact in the various site schools. As an example, the Project has caused greater activity and change at the Cusick Consolidated School and University Elementary School than at Lewis and Clark High School or Argonne Junior High School. This phenomenon poses questions, then, that the Project should attempt to answer. The Project has made no specific and planned attempts to address these questions. The evaluators suggest that the Project analyze the Project model in terms of its effect on a variety of school settings, i.e., elementary - secondary, directive - non-directive administrations, urban-rural settings, and adequate - inadequate school funding.

Project Strengths

After interviewing fifty or sixty percent of the teachers involved with the Project it was evident that there exists a deep commitment to the concept of Career Education. The large majority of teachers indicated that through Project generated activities, they had found a new and relevant approach which helped them to teach with greater success. There was a general concurrence that integrating Career Education concepts into their existing curriculum was feasible and meaningful in terms of student outcomes.

Specifically, teachers indicated an intention to continue Career Education activities beyond the life of the Project. Administrators and teachers at the site schools frequently mentioned a significant increase in positive interaction between the administrators and teachers and between teachers as a result of Project support. Finally, administrators and teachers interviewed suggested that the Project had caused a positive attitude to develop toward innovation and curriculum change throughout the site schools and that this attitude had extended beyond Career Education concepts to general curriculum concepts.

In conclusion, one of the objectives of the Spokane Career Education Project has been to change teacher attitudes toward Career Education. It is the opinion of the evaluators that teachers have developed positive attitudes toward Career Education and may be more open to more general curricular improvement.

Transportability of the Model

Several schools have expressed an interest in the Project's model of career education. The Project has responded to these expressions of interest. Many persons have expressed a commitment to utilize the career education model in their schools. This suggests a possibility that the Project model is transportable.

The transportability of the Project's model cannot be accurately evaluated until after it is tried in the non-site schools. Thus the evaluators must conclude that the model seems to be transportable, but that until the model is actually tried no definitive evaluation is possible.

(f.) Conclusions, Implications and Recommendations

1. C Career Education can be implemented without extensive inservice training sessions for teachers.

   I School districts do not need to allocate people or funds for this service.

   R In-service training should only be developed as the need become apparent and the teachers request the training. The frequency and content of these sessions should be teacher planned.

2. C A small, nucleus group (design team concept) must exist throughout the duration of the project.

   I The existence of this group takes the place of a more traditional consultative service and in-service program. The process and involvement are therefore internalized and this results in the direct participation of classroom teachers.

   R Design team members should be carefully selected on the basis of interest and willingness to participate on the team for at least one year.

3. C Two to four design team members in a building can serve as the catalysts for involving the majority of teachers in a career education program.

   I Peer influence at the staff level is the most positive force for the involvement of teachers in a career education program.

   R In addition to the influence of design team members, it is important that the administrative staff support the efforts of teachers by creating an atmosphere for innovation within the school.

4. C The community at large, overwhelmingly approves of a student-centered program in career awareness, exploration, and preparation.

   I Community support will rally around a career-centered curriculum. The local community will provide field trips, work experience, materials and supplies, resource people, and financial support.

   R The school should involve the community in a career program both in the planning stages as well as in the actual implementation stages.

5. C Career information centers may be set up for a nominal cost using such things as the Dictionary of Occupational Titles, Occupational Outlook Handbook, and free materials offered by such groups as state agencies, U.S. Department of Labor and private industry.

   I An adequate career center may be set up in the schools for less than $60.

   R There is no necessity in the initial phases of the career program to purchase expensive pieces of equipment to implement a career center. Materials should be selected only after an evaluation by the design team or interested teachers.

6. C A process-based model will facilitate the communication between isolated areas, such as vocational education, academic education, and general education.

   I Through the development of a Career Education program, staff will realize a common focus or purpose in their respective areas of the curriculum.

   R The design team should attempt to deal with as many of the attitudes and feelings of the group as possible. In turn, the understandings developed within the group can be shared with the entire faculty and well lead to more effective planning, sharing, and follow-up.

7. C The majority of 5th and 6th grade students appear to be able to understand the six-digit coding system of the D.O.T. and the vocabulary contained within the volume.

   I Students reaching the exploratory stage (grade 7-9) of the model will be able to use many of the reference books which are a necessity.

   R Provide elementary teachers, and librarians at the intermediate level with sufficient instruction in the use of the Dictionary of Occupational Titles.

8. C Administrators will notice a positive change in the attitudes and morale of staff members and parents involved in Career Education programs.

   I This would result in better working environment in the school, better communication and relationships with parents, and a more generally favorable support by the community at large.

   R School administrators should give sufficient time and emphasis to the support of teachers, parents and community interests in relation to Career Education.

9. C By utilizing mini-field trips, special V.T.R. equipment, or simple tape recorders and cameras, an isolated rural school can provide some career related experiences.

   I Isolated, rural areas can expose students to various careers

without the expenditure of a large amount of funds.

R Familiarize teachers with the effective use of such audio-visual equipment as tape recorders and cameras. In addition, more elaborate equipment may be purchased where funds are available.

10. C The dissemination of teacher produced career materials and activities is essential to a good program.

I The creativity and imagination of the classroom teacher is the most relevant and effective source of a career-oriented curriculum. Teachers sharing ideas encourage other teachers and build confidence.

R A school district must develop an economical method for publishing and disseminating teacher-produced ideas to encourage rapid and widespread adoption.

11. C Rigid controls are not needed in relation to teacher-produced career education materials. Teachers will produce material at the developmental level of the student.

I Teachers in the early phases of Career Education programs should be allowed a great deal of flexibility in selecting occupational areas with which they are the most familiar and interested.

R Specific manuals or teaching units related to Career Education are not necessary and often prevent creativity and innovation which often results in a loss of teacher and student enthusiasm.

12. C In a school district with many schools or an enrollment of over 8,000 students, a career education coordinator may be helpful.

I The coordinator should possess a strong background in both the curriculum and guidance areas. This person can aid in the development of a sequencial, K - 12, program rather than a fragmented, separate program.

R The size and configuration of a district coupled with their implementation plans will determine the amount of time that the coordinator will need to devote to the program.

13. C Release time should be provided for all design team members.

I Release time will allow sufficient time for the team to plan and share. This will add to the group's attractiveness and enhance continued participation.

R Administrative recognition of the time and effort required as a member of a team reveals the district's commitment to the project and creates a more positive atmosphere for change. At least on day each month should be provided.

14. C As other interested teachers become involved in the project, release time should also be provided for them.

I Newly involved teachers need time to plan and share experiences with each other and the team. This will allow time for designing a variety of activities integrating career ideas into their curriculum.

R Positive enforcement of new ideas and a sharing of experiences is critical to the process of innovation. Several days during the school year would provide this opportunity administrators must be sensitive to creating a means for this vital exchange.

15. C The design team should be composed of the following individuals from the general community:

1. Teachers
2. Administrators
3. Vocationally certificated personnel
4. Representative from the community
5. Guidance personnel

I The K - 14 configuration of the team, including the community membership, will provide the scope needed for the development of a complete program.

R Selection of team members should be done with care to insure a balance among all groups being represented. The members must be willing to make a definite commitment of time to the project. Members should have the respect of their own peer groups.

16. C Career Education programs can be initiated within the typical school building budget.

I Extra funds are not required to develop a design team configuration and initiate the process.

R Allow the design team process to determine the scope of the career education program. Items to be determined by the design team include:

1. Materials
2. Equipment
3. Travel
4. Release time
5. Consultants

17. C The routine operations of a project are greatly hampered by the necessity of working within the structure of three diverse administrative units.

I Efforts to achieve project goals and objectives are restricted by the apparent incompatibility of the different administrative units.

R In projects with more than one sponsor, identify one agency as the sole administrative unit. Keep the administrative leader-

ship within the project administrators and do not allow other agencies to control the project through their own policies and procedures.

18. C At this time, there appears to be some uncertainty regarding the purpose, direction, and focus of career education from various state level offices.

I If this uncertainty is allowed to exist and expand, efforts at the local level may become fragmented and isolated. The possible result may be the decline of interest in career education or a state-wide basis.

R The state should conduct an in-depth analysis of federally financed career education projects within the state. The conclusions reached from such an analysis should be reflected in the state's decision to commit sufficient funds and people to develop and implement career education at the state level.

Specific items that might be included in their commitment might be the following:

1. Select a program from one or more projects to be piloted on a state-wide basis.
2. Continue to accumulate career related materials, K - 12, in the state library.
3. Expand dissemination of career information including results and accomplishments from other projects.
4. Consider establishing a state-wide design team comprised of the following:

    a) Business leaders
    b) Union representatives
    c) Community colleges
    d) Four-year institutions
    e) School district personnel

APPENDIX

A REPORT ON

CAREER EDUCATION WORKSHOP

(WHITWORTH COLLEGE)

sponsored by:
Research Development Project in Career Education #646
Public Laws 90-576 Title I Part C section 131 (a)

Developed by:
Hal Swenson
Ed Jenkins
Career Education Project
July, 1973

Learning Objectives:

1. Workshop leaders will present an "overview" of Washington State's process-based model in Career Education.

2. Workshop leaders will present a brief outline of major "personality theory" applicable to career choice or selection.

3. Each workshop participant will have the opportunity to share with the class any career-oriented project, activity, or idea that he might choose to discuss and/or demonstrate.

4. Each workshop participant will receive a booklet which will contain career education materials as follows:

   a) A listing of all teacher-produced materials in the Career Education Project.

   b) A sample "write-up package"

   c) An exercise in writing "learning objectives" in behavioral terms.

   d) A statement (paper) describing role-play: the purpose and method of utilization in the classroom.

5. Workshop members will participate in a one day "hands-on workshop" directed by Mr. Archie Hornfelt (E.W.S.C.).

6. Workshop members will spend one day discussing specific features of the Washington State Career Education Project with "Design Team Members" representing grades K - 12.

7. Workshop members will spend one day visiting a variety of "community resources": the tour will include the Career Guidance Center at Lewis and Clark High School.

Materials:

silk screening
plastics
graphics
cardboard carpentry

Dictionary of Occupational Titles (D.O.T.)
Occupational Outlook Handbook
Encyclopedia of Careers and Vocational Guidance
E.R.I.C. services
Teacher-produced "write-ups" (Project materials)

Occupational Information in the Elementary School
(Norris: 1969)

Occupational Information
(Hoppock: Third Edition)

Occupational Literature
(Forester: 1971)

Evaluation:

Summary attached: including responses from nine (9) workshop members.

CAREER DEVELOPMENT PROJECT SUMMARY

Guidance Component
Hal Swenson
8-72

Re: Individual Evaluation & Career Education Workshop.

(This evaluation consists of the summary of 9 individual evaluations.) Whitworth

August 2, 1973

1. Do you think the time in workshop was valuable compared to the time you may have spent with some other professional group?

Yes 8 No _____ Undecided 1

2. Are there any activities you are thinking about or planning that will utilize your experiences today? If so, please list.

a) Career awareness in Spelling - incorporate in this subject
b) Yes, goal is to integrate Career Education throughout school and get involvement from wide range of teachers.
c) "hands-on" projects; discussion with Lewis and Clark people concerning Career Education in 1973-74 school year.
d) Yes, plan to try to interest our principal and staff in incorporating Career Education in classroom
e) Career Education helpful when planning different units in all subject matters.
f) Plan to integrate it into 4th and 5th grade Social Studies. It will also involve Language Arts, Math and where need arises.
g) Assembly line production-type activity and will try to produce plastic products.
h) Emphasize importance of "self" in "I am Special" in Social Studies.
i) Balancing checking accounts through math and careers in banking.
j) Art projects to sell for money raising
k) all my subject areas

3. Any specific item(s) in today's workshop which you found particularly helpful or otherwise meaningful? If so, please list.

a) The Guidance component reenforced thinking, brought theory into practice in application, and showed growth of the Career Ed. idea.
b) Helpful in finding out what other schools have been doing and their future plans, too
c) good discussion with Kovac and Miller from Lewis and Clark

d) plans shared for incorporating Career Education into Urban Geography class at Lewis and Clark
e) I appreciate the variety of resources to use for future use of planning career activities.
f) History of the pilot programs was both helpful and stimulating.
g) Books with new project ideas and teacher aids such as Duso, were helpful.
h) Career Education and its importance to education; feel more comfortable about my own work in this area.
i) Materials shown were informative and "hands-on" projects were good.

4. Any specific improvements you would have made on today's workshop? If so, please list.

a) Advertise the class better.
b) would like to have more contact with secondary Career Ed. people.
c) Small school applications of Career Education in many ideas of instruction; was disappointed with report of Career Ed. in Cusick High School even though elementary one was A-OK.
d) would have liked to hear about other subject areas to use in Career Education.
e) More ideas on planning Career Ed. activities for different subjects.
f) Go out into community for more field trips
g) Perhaps more "hands-on" work projects.
h) No
i) More work on projects in class and then talk about them.

5. Are there any topics you would like to see in future workshops? If so, please list.

a) More overlap in other areas.
b) Specific ways to include Career Education with existing areas of instruction.
c) Methods of starting a program; specific ways to convince teachers and administrators that Career Education is valuable.
d) Elementary ideas told to Elementary teachers; secondary ideas to secondary teachers; more can be covered in each area.
e) More "hands-on" projects
f) well covered
g) Use involved teachers to speak in the workshops.

6. "Other" (any additional comment you would want to share regarding today's workshop).

a) A most enthusiastic and knowledgeable team.
b) would be more effective if <u>total</u> school staffs were included in workshops.
c) good organization and planning
d) well covered
e) hate to see you guys go----Good luck!
f) great workshop!

PROCESS

INTRODUCTION

Education is being called upon to reform many of its traditional educational programs. The youth of today and leaders of tomorrow are not being adequately prepared for their roles in society. Research demonstrates the rapidly expanding problems of social unrest, alienation, crime, violence, and other ills are often traced to inadequate educational and employment opportunities.

Career Education is one concept that is being suggested to help build a bridge between the youth of today and the world of work. Early results of pilot projects are encouraging.

The critical key in getting Career Education integrated properly and establishing realistic programs that will continue, is the process not the product. The method used to expose a group of teachers and administrators to the concept and the procedures used for developing programs will determine the future fate of this concept in the American school system.

This manual has been developed to clearly outline the process or model utilized by the State of Washington's Research and Development Project in Career Education being conducted in the Spokane area.

CHANGE:

One need not consult the Oracle at Dephi to find out that the world of tomorrow will be vastly different from the present. Even a brief review of the past would quickly confirm this assumption. Numerous committees have carefully studied the hard data and all conclude that not only will change occur but at a more rapid rate than in the past. This point was clearly set forth by Forrest E. Conner, Executive Secretary, American Association of School Administrators in the 1967-68 Annual Report.

> "One can chart the fantastic scientific growth of the nation in recent years and realize without a great deal of difficulty that we are indeed on the threshold of a new civilization, not in the sense of automation or further scientific developments, but in the ability to comprehend, to anticipate, and to make use of rapid rate of change. This rate of change has added what might be called a fourth dimension to society, and it is this dimension which challenges economic practices and present social laws. We must anticipate tomorrow's problems today, and this cannot be done gathered around the pot-bellied stove in the old country store. Such answers as we devise must take account of this fourth dimension. We cannot freeze our ideas into a program which may be outdated in six months. Therefore, our only sure resource for dealing with this rapidly changing environment is the educated mind . . .
>
> The schools are, unquestionably, among the institutions feeling the greatest impact of this revolution. The American people have discovered education. After all these years during which school boards, school faculties, and P.T.A.'s have been telling the American public about the importance of education and getting only friendly nods and lip service in return, the American people have suddenly attached dramatically new importance to education and have placed strong and growing reliance on education as the primary force to redirect changes in society, as an agency for the solution of major problems, and as the very source of national security."

President Richard Nixon, also feels that the educational system must be reformed to meet the challenge.

> "By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain

the wisdom we need to educate our young in the decade of the seventies."

The impact of this rapid societal change has been identified in several key areas by educators, business leaders, and other National leaders.

1. Economic:

   Continued growth of the economy with a larger variety of goods and services. More employment opportunities and a better quality of goods. More dollars available to meet societal goals.

2. Employment:

   Increased variety of specialized workers. More interdependency among the labor force. Higher levels of skills and technical knowledge. Labor turnover will be higher, job changes will occur more frequently via new technology. More retraining of personnel. Work week and day will be shorter. Greater number of alternatives will be available for use of leisure time. Workers will shift, geographically, more quickly as jobs change. Gradual diluting of the worth ethic. Increasing specialization of the urban society with decreasing roles for the youth and aged. Few opportunities for children to observe workers in their roles or learn anything about them.

3. Environment:

   Conflicts and confrontations between groups concerning utilization of all resources. Population growth will continue. More people crowded into smaller areas. Greater understanding will be required for people to live together in harmony and yet provide instability and disunity.

Education is being called upon to provide the educational experiences

that will prepare the youth of today for the world of tomorrow.

One of the most current suggestions being made to educators is the concept of Career Education. The apostles of this theme are rapidly gaining converts in all areas of American society. Few disagree with the basic rationale being used to support this concept. Numerous examples of successful programs exist in the literature along with testimonials of the favorable impact by teachers and students. The basic needs of society to which Career Education attempts to direct its focus are the following:

1. An increasing segregation between students and the world of work.
2. A lack of direction from the typical "general curriculum."
3. Separation between academic, vocational, and general curriculum.
4. Disproportionate stress upon attaining the four year degree.
5. Rapid shifts in occupational opportunities in the near future.
6. Low status of anything "vocational."
7. Lack of flexibility in the secondary school structure.

Facts clearly indicate that revisions in the educational system are needed to meet the needs of youth.

Ralph Wenrich states in School Management, July, 1971:

> "If your community is typical, at least two or three out of every ten children in the 9th grade will drop out of school before high school graduation. Of the seven or eight who graduate, four or five will go directly into the labor force to seek employment and three or four will continue their education in a community college, technical institute, private trade school, business college or four year college; less than two out of the ten will receive a baccalaureate degree."

Henry Levin, Stanford University, served on the U. S. Senate's Select

Committee on Equal Educational Opportunity and reported that inadequate education is responsible for $3 billion each year in welfare expenditures and another $3 billion in the cost of crime. Conversely, he stated, every $4 invested in helping a student finish high school will generate about $7 in additional tax revenues.

The U.S.O.E. prepared, Career Education: A Handbook for Implementation, recently and stated the following:

> . . . by 1900, 80 percent of high school graduates went on to college; almost all of these received bachelor's degrees. There was only one curriculum in high school -- it prepared everyone for college. Today 50 percent are prepared for college, but only 20 percent get a bachelor's degree . . . The third addition to the high school was the general curriculum. Having no real goals, it enrolls about 25 percent of the high school graduates, but it also produces, according to limited evidence, 70 percent of the high school dropouts, 88 percent of M.D.T.A. trainees, and more than 78 percent of the inmates of correctional institutions.

The 3rd Annual Gallup Survey of Public Attitudes Toward the Public Schools presented in the September, 1971, issue of P.D.K. carried an interesting question.

> "Some people feel too much emphasis is placed in the high schools or preparing students for college and not enough emphasis on preparing students for occupations that do not require a college degree. Do you agree or disagree?"

	National Total
Agree	68%
Disagree	23%
No opinion	9%

John Gardner, President of Carnegie Corporation, stated in the 1960 Annual Report his concern.

> "In June of this year some 1,873,000 boys and girls will graduate from high school, and approximately 993,000 of these will go on to full or part time college work. I want to talk about the 880,000 boys and girls who will not go on to college at all -- and about an additional 900,000 who dropped out even before high school graduation."

A survey conducted in June of 1964 generated some interesting data related to job seekers.

(1) Kaiser Steel Corporation processed 10,661 job applicants -- hired 2,392.

(2) Lockheed - California, processed 18,296 job applicants -- hired 3,944.

(3) Pacific Telephone Company processed 200,000 job applicants -- hired 18,000.

Major reason for rejecting applicants was their failure to meet minimum company test requirements and their lack of skill or experience.

The 1972 Manpower Report of the President adds weight to the concern about the future of our youth. The younger age groups (14 - 19 yrs.) are the fastest growing section of the unemployed. Of the 775,000 "Discouraged Workers", many are teenagers. The high school dropouts make up a greater portion of the unemployed than 10 years ago. Teenage unemployment is often the way of life for the 2.5 million who leave the educational system without the skills and abilities needed for employment. Projections indicate that at least 15 million more people, mostly young, will need to be accommodated into the labor force by 1980. Yet, in the same report, only two major areas of employment, Services and State/Local Government, have expanded by over 4 percent since 1950.

Career Education is being advocated to educators as a vehicle for redirecting the central thrust of education to better meet the needs of students in the immediate future.

FEDERAL/STATE INTEREST:

The United States Office of Education is very interested in generating some basic research data relative to integrating the concept of

Career Education. Four models are being tested in various sites across the nation. The industry based model, the community based model, the school based model, and the home based model, represent the four-pronged attack at the Federal level. Each state was invited to use funds for developing their own school based model.

Washington State:

The United States Office of Education, under the direction of Dr. Sidney Marland, decided to channel some discretionary funds into specific research projects within each state. Operating under Public Law 90-576 Part C, each state was allotted approximately $145,000 to conduct a research project in Career Education.

In the state of Washington, these funds became available to the Coordinating Council for Occupational Education in Olympia. Several geographical areas within the state were considered for this research project in 1972.

Spokane School District #81 and Spokane Community College District #17 jointly filed a letter of assurance for consideration as the recipient of the project. By April of 1972, the sponsors were ready to select the personnel to develop the project.

The project was funded until July 6, 1973. However, a request to extend the project through August is pending to allow for several workshops during the summer for teachers and other interested parties.

The intent of the project is to research and develop a procedure for integrating the career education concept into the current curriculum, grades K - 14. The model that is formulated must also be readily transportable and not necessitate a large expenditure of funds.

Originally, the scope of the project was to be directed toward about

32 certified staff and about 2,378 students. The basic configuration of the original project follows:

1. Multi - District:

   This project includes four autonmous school districts which had developed very little inter-district communication prior to the advent of this project.

2. Socio-Economic Span:

   This project includes students from the rural disadvantaged to the more affluent urban and suburban communities. The student population also includes representatives of the following minority groups:

		Am. Indians	Sp. American	Oriental	Negro
(a)	Cusick	69	0	0	0
(b)	West Valley	5	5	5	0
(c)	Central Valley	4	0	2	0
(d)	Spokane Dist. #81	13	19	42	86

3. Grade Level:

   This project includes all grades K - 14.

4. Geographic:

   Our project is bi-county, including a small, rural, disadvantaged school district isolated by over 50 miles from a large metropolitan area.

5. Community Colleges:

   The project encompasses two post-secondary institutions with somewhat different emphasis; one campus offers a para-professional and academic program while the second campus offers vocational and technical programs.

6. Industry Base:

   The industrial configuration in the Spokane area includes a variety of small business firms without a dominant industrial interest.

7. Sites:

   Central Valley - University Elementary
   West Valley - Argonne Junior High
   Cusick - All grades
   School Dist. #81 - Whitman Elementary & Lewis & Clark High School

The decision to construct a process-oriented, performance-based model in career education included the development and utilization of what we termed a "Design Team." The "Design Team" concept is an essential part of our school-based model. The group designated as the "Project Design Team" includes representatives from those schools participating in the particular program or project in question.

Our experience indicates that an inter-school, if not an inter-school district, approach provides the best basic network for program and/or project development. A typical "Design Team" configuration would include 10 to 20 members; these individuals would represent some lesser number of participating schools. A given school would be represented on the "Design Team" by 2 to 4 members depending upon the number of staff members in the school. As a rule of thumb one "Design Team Member" can adequately represent approximately 10 classroom teachers: in larger urban high schools, 4 "Design Team Members" can adequately represent a larger staff of 50 or 60 members by utilizing other interested teachers at the site school. A word of caution at this point -- the use of individuals in the high school designated as department heads or administrative assistants may not produce the desired results. Our experience indicates that most any interested teacher can do a very satisfactory job in the role of either a "Design Team Member" or designated contact person at the site school. It is very important that "Design Team Members" be articulate and possess the ability to relate to a wide variety of teacher personalities. As the project or program (process) evolves, the "Design Team Member" is often exposed to the need to assist others in a variety of situations. In many instances the "Design Team Member" is most effective, not by providing direct assistance, but rather by supporting the individual teacher do that which he/she can best do for himself/herself.

Once the "Design Team" is identified, it is equally important to maintain the active and meaningful nature of this group throughout the duration of the project. To do this it is necessary to include in the configuration of the total "Design Team" an individual who the group accepts (or learns to accept) as a group facilitator. The individual in question works with the "Design Team" to facilitate the development of normal group dynamics. The "realness" of this ongoing group experience for each participating member contributes to his/her own personal and inter-personal effectiveness beyond the scope of the "Design Team."

At this point we will not attempt to offer any detailed comments regarding group theory or techniques; however, we do want to stress the very significant positive contribution which, in our opinion, the ongoing group experience provides to each participating "Design Team Member." In other words, participating in a series of "Design Team" sessions provides the individual member with direct personal experience in the basic strategies of communication, participation, and demonstration; strategies which the individual will in turn use with other teachers (teacher-training-teacher concept) at the respective school(s) or in related situations in the community at large.

It is important to remember -- as this performance-based model develops the "Design Team Member(s)" establishes direct contact and follow-up with other classroom teachers; the "Design Team Member" models to the observer (other teachers) new behaviors and attitudes. These new behaviors and attitudes, in our experience, are basic to the teacher's acceptance of the notion that a "career-oriented curriculum" assists the student achieve many worthwhile educational goals. It is our contention that peer acceptance (at the teacher level) is the first key factor in the eventual development of both process and content which realizes the inte-

gration of a career-oriented theme into all subject areas at all grade levels.

The follow-up of interested teachers at each participating school is best achieved by presenting a general introduction (overview) of the need for a career-oriented curriculum. The decision as to when and how to present such a general introduction to an entire school staff is, in itself, a basic decision to be made by the "Design Team Members" from the school or schools in question. Some "Design Team Members", for example, may decide to introduce the general theme of career education to only their own immediate staff; other "Design Team Members" might prefer to develop a joint workshop where two (or more) participating schools combine their efforts under the leadership of their respective "Design Team Members."

It seems advisable to encourage all staff members to attend the introductory session; however, the teacher's decision on follow-up is an individual decision and is best made in line with the teachers "readiness" to try out a career-oriented item in conjunction with the existing curriculum. Our experience suggests that the most forceful and supportive encouragement to individual teacher participation, is direct (observable) evidence that one's peers are involved in a variety of career-oriented items of their own design. No one needs to mandate teacher-produced, career-oriented materials and activities. Following the teacher's introduction to the general need and theme of career education, our experience suggests that the greatest support to the individual teacher is the freedom to select his/her own time and manner to infuse career education into the existing curriculum. Dr. Ed Jenkins, drawing upon theoretical constructs of such authorities as Piaget, Ginzburg, and Super documents the developmental sequence of curriculum

design as produced by classroom teachers.

As outlined above, the Career Development Project is more oriented toward process than product in the area of curriculum development.

Secretary Marland has indicated that career education should not be a separate entity in the curriculum but an integrated one. With this thought in mind, plus the fact that a frugal approach had to be taken in order that the school districts would be able to pick up the project after the funding year, we tested several hypotheses related to career education and to the general curriculum. These were:

1. True integration of career education would take advantage of the existing subject matter structure of the schools and developmental level of the child, as a delivery system and that a new curriculum would not have to be designed.
2. Project schools would be able to integrate career education into the classroom with no additional cost to the budget for such items as summer workshops, additional personnel, and expensive equipment purchases.
3. Project teachers through production of <u>their own</u> career-oriented materials would see the positive effects of this approach and will convey this attitude to other teachers in not only their own building but other schools throughout the districts.

The reasons for this process approach to curriculum are paramount. Recent negative commentary has been leveled at the U.S.O.E. by many authorities stressing that visibility and production of career-oriented units by curriculum people has left little chance for involvement by teachers at the local school district level.

Mr. Nachtigal, in a recent study for the Ford Foundation, found

that large amounts of money pumped into projects by both public and private sources had an insignificant effect on the existing school curriculum structure. In fact, there was very little indication that anything had gone on within a one year period after termination of the project. Additionally, high priced pieces of equipment purchased during the funding year were gathering dust on the shelves in most equipment rooms.

Thus, we felt that a process involving teachers in curriculum production was essential. No individual would produce a curriculum in career education for all the teachers. The materials produced would come from the teachers themselves and be disseminated in a "teacher-training-teacher" approach.

We are convinced at this point, that the foregoing method is the best approach. In a recent study, we asked teachers to return an unsigned survey concerning the project. The teachers were asked if they would continue career education activities beyond the funding year; one-hundred percent responded yes!

We are also convinced of the validity in the developmental sequence of the career education curriculum. One needs only to relate to the writings of Piaget and Harringhurst in educational psychology and Ginzburg and Super in the psychology of careers to become aware that a developmental sequence is a valid approach to careers.

Our approach follows closely with Ginzburg's stages of fantasy, tentative, and realistic choice of career selection.

1. Awareness stage K - 6.
2. Exploration stage 7 - 9.
3. Preparation stage 10 - adult life.

During the awareness stage the teachers are encouraged to expose the students to as many careers as possible through the existing curriculum. The project did not impose any parameters on the teacher nor did we produce curriculum for them. The assumption being that to do so would produce an artificial setting that would not induce teacher involvement and could cause the career education thrust to be considered a separate entity and further overburden the curriculum.

We found that the teachers in the primary grades focused on the developmental level of the child. Career experiences were related to the child's immediate environment. All areas of the curriculum were utilized.

Below are some of the examples of how this was done.

1. Body tracings, mirrors, and photographs were used to stress self awareness.
2. Parents were brought in to discuss their careers when studying community helpers.
3. Students interviewed custodians, bus drivers, teachers, postmen, etc., and with the teachers help wrote career booklets in reading and art classes.
4. Nutrition classes were used to study the restaurant business and a simulated restaurant scene was set up.
5. Corporations were set up and the accounting incorporated into math dealing with profit and loss and whole number concepts.

Numerous units were produced and written up for dissemination to other individuals in the project. Whenever possible, teachers who wished to share their units were asked to present them at teachers' meetings during inservice days. The teacher-training-teacher approach

proved to be a dynamic ingredient in the process.

In the intermediate grades, the approach became more global with the student developing mental capacities and abilities to abstract role playing. Simulations were also more evident at this level.

Career experiences related to not only home and community but also the nation and the world are typified in many social studies curriculums in the 4th, 5th, and 6th grades.

1. Students studied the assembly line and simulated this experience via the production of such items as plaques, neckties, and candy.
2. More sophisticated corporations were set up which dealt with the stock market and school stores. Math was used to tie in fractions to the market changes. Language arts were utilized to write letters to suppliers. Art was used to study advertising.
3. Ballads about careers were written in music.
4. A book on careers was produced in a language arts and social studies class.
5. During a study of medieval history, students traced the careers prevalent at that point in history with their modern day counterparts.
6. A study of deciduous and conifer trees led to a years' study in science of careers related to the growth of "The Seed."
7. Students studied the careers related to the news industry in reading and social studies in connection with the production of their own newspaper.
8. Study of the D.O.T. and O.O.H. during library period.

It is interesting to note, that well over 70 teachers in K - 6 have participated in career units and there has not been one duplication in the 4 school districts involved. The answer is teacher awareness keyed to the developmental level of the child. One question that is asked repeatedly; "Given this freedom, won't the teachers duplicate one anothers efforts?" We are confident they will not.

For example, if a teacher has a doctor in at grade 1 during a study of community helpers would there be a duplication in grade 3, 6, or 12? There is no problem if the teacher keys the doctor in to the grade level of the student. In grade 1, the doctor may talk in broad terms of himself being a community helper. In the later grades, corresponding to the students level of development, the discussion could focus in on careers in medicine such as the internist, radiologist, or general practitioner. This applies to any career related presentation by individuals. Thus, if the careers are truly integrated into the curriculum little duplication will exist. At the primary grades career experiences will relate to immediate, concrete experiences working toward more abstraction and decision making in the upper grades.

During grades 7 - 9, the exploratory stage, the child will pursue some of those areas of interest developed during his awareness experiences in grades K - 6. This is a period of looking at himself in greater introspect and determining how his interests and abilities relate to various career interests. It would be naive to say we have accomplished this in a 9 month project. Ideally this stage of development will take six years or more in a longitudinal career-oriented program. However, project teachers have generated career related experiences for the junior high student relating to the age level of the

student and curriculum integration. During the exploratory stage, testing for aptitudes and abilities plus interest inventories play an important adjunct role as does counseling and guidance. Below are some samples of items produced by project tea hers:

1. Career libraries in all project schools.
2. Panels in social studies which disseminate information on careers. Such skills as outlining, public speaking, etc., being utilized.
3. Construction of small dwellings in I.A. classes.
4. Development of a students own self-evaluation survey to which he will add as he takes interest inventories and other evaluations in grades 7 - 12.
5. A complete career-oriented language arts and social studies program for students in grades 7 - 9.

The theme at junior high also includes many field trips into the community and resource speakers coming to the schools with the idea that a student may check his imagined ideas about a career against the actual "knitty gritty" of the job scene. It is an important time since the student is "zoning in" on tentative career choices as well as a more complete awareness and understanding of his/her "self concept."

In the last general phase of this developmental sequence, we go into the area of <u>preparation</u>. It is assumed, built upon the foundation laid in K - 9, the student is now ready to make some realistic choices about careers. Out of his exploration in the junior high, he may now, have several areas which are of general interest to him as a career. He is reaching maturity and his ability to abstract and make decisions should be fairly sophisticated. Again, we stress, we are not talking about a particular year as being the zenith of this development but

some point in the future which builds upon a longitudinal career-oriented program. What we have done this year, is a cross-sectional approach. Below are listed some of the experiences developed by project teachers in grades 10 - 12 secondary school scene.

1. Careers course for all incoming freshmen, zeros in on decision-making, simulations and role playing, filling out forms for jobs, social security, etc.
2. Use of urban geography to tie in careers.
3. Study of careers related to math and science.
4. Careers in the rural community integrated with botany.
5. Use of home economics to study careers related to this area.
6. Development of a foreign language related careers program.
7. Tie in of ERIC services and employment securities with the career library.
8. Development of a career related radio & T.V. techniques class.
9. Use of volunteer aides through social studies to study career related interests.

Through this type of an approach it is hoped that the student will have a better idea of his career selection.

To avoid confusion, do not assume that all students have selected their career choice by grade 12. The secondary school of the future must be open-ended so that a student may exit or enter at any time during his working career. Some students may be ready for a career selection at grade 10 and then re-enter the educational system for additional training later on in life.

At this point in the career revolution, most secondary schools and

the community at large are not ready to accept this open-entry concept nor the ramifications of it, such as evening classes for any students and shared time with community colleges and 4-year institutions. But if career education is to be truly workable, these types of concepts must be explored.

In conclusion, we know that teachers can integrate career education into the curriculum using this process. It has been proven by the project teachers and the positive acclaim for career education that has been voiced by the students and the community.

However, one must be cautious not to fall into some of the following pitfalls:

1. Some districts have mandated that a specific career education curriculum be developed for each grade level. This may take the form of a particular grade level teaching a specific cluster. For instance, mechanics in grade 5 or health services in grade 6. We have found that this can stifle a developing program because it often forces a teacher into instructing in an area where they have little knowledge. This leads to teacher fear and hostility with the end result being many students getting the wrong slant, both in attitude and information, on a particular career.
2. Do not buy "career kits" initially. Often these then become career education and by-pass the teachers involvement in allowing the instructor to use their imagination to develop their own career education techniques. They are the equipment Mr. Nachtigal refers to as gathering dust on the shelves after a particular funded program has ceased.

The key elements of our career education delivery system were; a teacher-training-teacher approach, expanded use of the total community, an atmosphere which allowed for experimentation and innovation by the teacher. Administrative commitment to this method is critical.

We invite inquiry and personal visits to verify the results of our delivery system.

A

GENERAL SURVEY

INSTRUMENT

ALL SITE SCHOOLS

(70 responses)

RESEARCH & DEVELOPMENT PROJECT IN CAREER EDUCATION

TO: Argonne Jr. High, Cusick Elem. and High, Lewis & Clark High, University Elem. , and Whitman Elem. Schools

FROM: Hal Swenson

RE: A General Survey Instrument

The material obtained in this survey will provide basic documentation for several performance items related to the developing school-based model in career education.

Please mark (check) each question with the most appropriate item available on the rating scale. The last item on the survey is an open-ended question in which you are invited to state your opinion (pros and cons) of career education.

Thank you for your cooperation.

RESEARCH & DEVELOPMENT PROJECT IN CAREER EDUCATION

(General Survey Instrument)

RE: Career Education Model --- related performance items!

1. Do "Design Team" representatives generally promote the staff's awareness and understanding of career education in your particular school?

32	21 1/2	9 1/2	2	
Extremely	Rather	Somewhat	Hardly	Not at All

2. Does communication exist between "Design Team" representatives and you (as a classroom teacher) in your school regarding career education?

34	25	7		3
Extremely	Rather	Somewhat	Hardly	Not at All

3. Does the "Design Team" in your building develop and/or present programs (workshops and/or information sessions) for staff inclusion?

21 1/2	27 1/2	4	3	2
Extremely	Rather	Somewhat	Hardly	Not at All

4. Do you generally express your awareness and understanding of the need for a career-oriented curriculum?

22 1/2	26 1/2	16	4	1
Extremely	Rather	Somewhat	Hardly	Not at All

5. Do you express your awareness and understanding of career education as it applies to curriculum at your grade level or in your area of specialization?

27	25	15	2	
Extremely	Rather	Somewhat	Hardly	Not at All

6. Does the Career Education Project provide you with a reasonable opportunity to attend in-service workshops?

28	29	8	1	2
Extremely	Rather	Somewhat	Hardly	Not at All

7. Do the Career Education Curriculum (Ed) and Guidance (Hal) Consultants provide meaningful support to your school?

31 1/2	27 1/2	8	1	1
Extremely	Rather	Somewhat	Hardly	Not at All

8. Do you develop your own curricular and/or guidance activities related to career awareness? (material which you wrote and was published by the Research & Development Project in Career Education.)

15	25	20	3	4
Extremely	Rather	Somewhat	Hardly	Not at All

9. Do you develop your own curricular and/or guidance activities related to career awareness? (material which has not been published by the Research & Development Project in Career Education.)

17	30 1/2	18 1/2	2	1
Extremely	Rather	Somewhat	Hardly	Not at All

10. Are you developing your skill in writing specific learning objectives in behavioral terms?

8 1/2	22 1/2	23	9	6
Extremely	Rather	Somewhat	Hardly	Not at All

11. Do you visit other teachers in the Project to discuss career education and career-oriented curriculum?

10 1/2	26 1/2	16 1/2	9 1/2	7
Extremely	Rather	Somewhat	Hardly	Not at All

12. Do you visit and/or utilize (via a substitute teacher as provided by the Career Education Project) community-based resources?

11 1/2	22 1/2	16	9	8
Extremely	Rather	Somewhat	Hardly	Not at All

13. Do your students participate in specific career-oriented activities/ programs in the classroom setting?

22	26	17	3	1
Extremely	Rather	Somewhat	Hardly	Not at All

14. Do your students participate in a career-oriented curriculum by visiting and/or utilizing community-based resources?

13 1/2	21 1/2	20	5	6
Extremely	Rather	Somewhat	Hardly	Not at All

15. Do you involve parents (to some degree) in various career-oriented activities or programs?

7	15	24	12	11
Extremely	Rather	Somewhat	Hardly	Not at All

16. Do you utilize various resource people and/or materials in the classroom setting?

17	22	20	7	2
Extremely	Rather	Somewhat	Hardly	Not at All

17. Are school administrators (at your school) expanding their commitment to career education?

Extremely	Rather	Somewhat	Hardly	Not at All
33	28	7	1	

18. Is a "Career Education Center" (information center) being planned and implemented at your school?

Extremely	Rather	Somewhat	Hardly	Not at All
34 1/2	19 1/2	11	1	1

19. Do you believe the curriculum in your school is being planned to incorporate a greater degree of career awareness, career exploration, and/or career training?

Extremely	Rather	Somewhat	Hardly	Not at All
22 1/2	28 1/2	15	2	

20. Are you increasing your use of various community-based (agency) services?

Extremely	Rather	Somewhat	Hardly	Not at All
15 1/2	22 1/2	21	7	1

21. Do you find that you can incorporate (integrate) a career-oriented theme into your existing curriculum without any particular difficulty?

Extremely	Rather	Somewhat	Hardly	Not at All
28	23	15	3	

22. Do you believe that students respond with more general interest to a career-oriented curriculum?

Extremely	Rather	Somewhat	Hardly	Not at All
17 1/2	33 1/2	14	2	

23. Do you believe that the theme of "Career Education" has sufficient merit to warrant you to continue to develop and use a career-oriented curriculum?

Extremely	Rather	Somewhat	Hardly	Not at All
38	24	7	1	

24. Has your interest as a classroom teacher increased as a result of your participation in a career-oriented curriculum?

Extremely	Rather	Somewhat	Hardly	Not at All
22 1/2	31	11 1/2		2

RESEARCH & DEVELOPMENT PROJECT IN CAREER EDUCATION

(General Survey Instrument - Summary List)

RE: Career Education Model --- related performance items!

For your general response: (statement)

25. The theme of "Career Education" has received considerable attention from a variety of sources--as a classroom teacher, what is your opinion of Career Education as it relates to the education of today's youth?

Responses from the elementary level:

It has become paramount that we introduce "Career Education" at an early age. With so many students starting their careers out of high school, rather than college, it is essential that they be well informed about the "World of Work."

Students need to develop positive attitudes toward the working world. They need to develop the understanding that all employment requires some skills and training. They also need to discover that the classroom studies are relevant to their future employment.

My personal opinion is "GREAT." I feel my class has profited immensely from the benefits of Career Education. "From Seed to Finished Product", my overall theme left me with more opportunities of things to do than I could find the time to accomplish. The theme fit in with all subjects in my fourth grade classroom and I hate to see the wonderful experiences come to an end. Enough said? Again, it's GREAT.

Exciting - Gives more meaning in Educational Curriculum - Gives us an awareness of what we are in school for--a purpose, not just things.

It's really been great. I feel it's one way to alert these kids that there is nothing to be ashamed of where work is concerned; and the variety of jobs available. I feel they appreciate the fact we're getting them interested in their careers at an early age.

I do feel career education is important in the schools today, but I am not sure that it should be used at too young a level. We really won't know the success of this program for years and, therefore, it's hard to measure it's value. It is difficult, this first year, to get the children to become aware of the "man behind the job" and his feelings toward his work, rather than the final product of his work. As this is implemented over a period of years, I think the children will be able to understand and become more aware of careers open to them in the future. There

are too many people who are unhappy with their work today. This program should help to improve this condition.

This interest area has seemed to given the kids more motivation in and towards school. What they learn seems more important, realistic and relative when it is integrated with a career of some type. The kids have retained their knowledge longer this year. They see the possibilities of resource speakers, field trips, etc., almost daily in some area. I've been much more interested in teaching. Career Education follows with my philosophy of what school should be about--preparing a kid for the real world and his life in it.

The education of today's youth in my opinion, has not been doing the job for career preparedness. Career preparation should begin in the primary grades; block being built upon block of career knowledge, interpretation and choice. The project definitely has laid groundwork for the above to be accomplished. It is only fair that the choosers of tomorrow's jobs become aware of them in time to make some intelligent kind of career choice or choices. As educators, we are entrusted with this child--therefore, let's really educate him for life and its choices.

I think it's great. It has really made me more aware of the many supplemental jobs. In second grade, it has really been a natural awareness program to supplement and implement the "Neighborhood Helpers." The children have been able to relate more with their parents' occupations. As time has progressed this year, a few headaches, etc. I've been able to write units a little more easily.

An education today would not be complete if careers weren't discussed. Career education helps organize a student's career possibilities. Upon graduation, hopefully he will concentrate on a narrower choice of careers, rather than be mystified by the whole world of work. With career education, he can wisely select what's best for him and his special abilities--not settle upon just any job through ignorance, lack of training or parental pressure. He will have seen many careers throughout his experience with career education and can more easily focus on what's best for him. Also, many businesses find graduates ill prepared for jobs. Students have fundamentals--but not a true insight into the job. Career education adds more sparkle and interest to a curriculum. Every child can be touched by it. What could be more relevant?

Career Education is extremely important in this time of career development at all levels of industry and professions. The student needs to become aware of the many choices they will have to make before they find what is right for them.

I see Career Awareness Education as perhaps the most valuable innovation in education; for no matter what kind of class you have (traditional or open), the whole reason for school is to prepare the child for some type of career.

Responses from the secondary level:

I believe every classroom teacher is probably using "Career Education", has used it, or is going to use it in regular classroom work; by whatever name you call it. Therefore, it isn't difficult to incorporate "Career Education" in the regular classroom agenda. "Career Awareness" simply makes the teacher more aware of the unlimited possibilities through "hands on" and associated projects that make it easier for the student to understand and enjoy. The student can learn because he wants to develop his skills not because he has to.

The experiential value for the students can be termed "mind-expanding." More creative occupations should be pursued. Most of the careers explored "put down" creativity.
Should be major emphasis on leisure time activities.
Many careers presently being explored, especially on the elementary level will be obsolete by the time the students reach working age.
Much of the presentations on various careers is one sided--"glowing reports."
Should be more career education on a "work-study basis."

I think it is the most important and needed change in public school curriculum in recent years. This program should be expanded and updated yearly for all the students in public schools.

Definitely has top priority in education! It has been neglected much too long!

It is a program to make children aware of the various vocations open to them. It will give them an idea of what is required on a scholastic level along with the physical requirements. It gives children the opportunity to actually see the occupation being practiced thus either confirming or breaking down the stereotype the child had built in his mind concerning that occupation.

Career Education is vital to the proper guidance of students in this fast paced continually changing world. It is necessary that students learn to plan ahead and to make decisions if they are to enjoy a lifestyle which has meaning, direction and self-satisfaction.

While I am not a classroom teacher, I am completely sold on the idea of career education. For so long we have been "ignoring" the under achiever or the "turned off" student. I am hoping that by utilizing the career approach we can help all of the students.

Career Education emphasis is essential. In general, today's high school graduates are not well prepared to make career decisions.

Probably one of the most important areas to be developed. The youth of today must find himself and compete in a very complex, technological and sociological environment. This is especially helpful in this program by interest, identification and role playing.

With the number of possible careers ever increasing and the increasing

requirement to possess some sort of skill in order to obtain gainful employment, the need for greater career awareness on the part of high school youth becomes a much more critical issue with the passage of time.

There is no doubt that today's world must be brought more directly into the classroom. It is important for the child to realize that the school is in the mainstream of life and not isolated from it. The more nearly students can observe that what they do in school will affect their skills, attitudes and values for years to come, the less we will have to deal with absenteeism, dropouts, and unmotivated students.

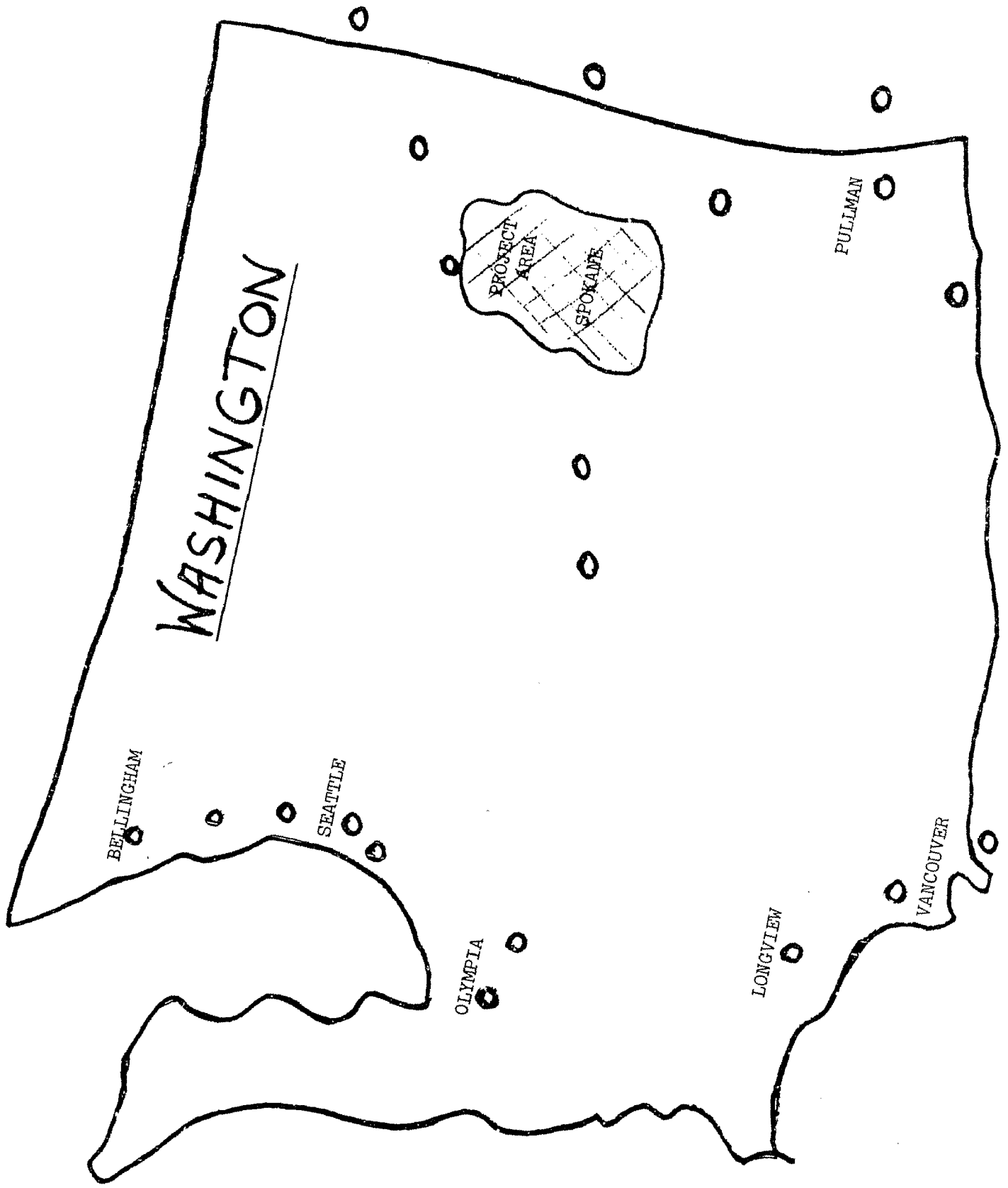
We must involve all subjects and all teachers in a concerted effort to articulate what we teach from the grades through high school by means of informing all parts of the educational machine--parents, students, colleagues, counselors, administrators--to appreciate more the resources available and to use them more effectively.

DISSEMINATION

MAP

and

LISTING


WASHINGTON
PROJECT AREA
SPOKANE
PULLMAN
BELLINGHAM
SEATTLE
OLYMPIA
LONGVIEW
VANCOUVER

PRESENTATIONS

Dissemination of the project model was carried out on a state-wide basis. Project administrators and Design Team members presented workshops in major population areas throughout the state. In most cases, the participants at a given workshop included educational representatives from the surrounding areas. On several occasions, representatives of the project were requested to present a second or third workshop session in the same area.

The following list contains the names and locations of these meetings:

Eastern Washington State College - Cheney, Washington
Washington Vocational Association - Conference - Tacoma, Washington
Mead Junior High School - Spokane, Washington
Northwest Area Superintendent's Meeting - Spokane, Washington
Northwest Christian Schools - Spokane, Washington
Rogers High School - Spokane, Washington
Hutton Elementary School - Spokane, Washington
Mead Senior High School - Spokane, Washington
Washington State Personnel and Guidance Association - Conference- Spokane, Washington
Sacajawea Junior High School - Spokane, Washington
School District #81 - Elementary Principal's Meeting
Deer Park Junior High School - Spokane, Washington
North Idaho College - Coeur d'Alene, Idaho
School District #81 - Junior High Principal's Meeting
Oakesdale High School - Oakesdale, Washington
Washington State University (graduate class) Pullman, Washington
Priest River Schools - Curriculum Day - Priest River, Idaho
K.E.Z.E. Radio - Interview
K.H.Q. - T.V. Interview
North Central High School - Spokane, Washington
Continuation High School - Spokane, Washington
Cashmere Schools - Cashmere, Washington
Finch Elementary School - Spokane, Washington
School District #81 - Secretarial Meeting
Western Washington State College - Workshop - Bellingham, Washington
Washington State Congress of Parents and Teachers - State Convention - Seattle, Washington

School District #81 - all day workshops by grade level
Vancouver School Districe - Vancouver, Washington
Marysville School District - Marysville, Washington
Ephrata School District - Ephrata, Washington
Tenino School District - Tenino, Washington
Highline Community College - Seattle, Washington
Tacoma Community College - Tacoma, Washington
Bellevue School District - Bellevue, Washington
Snohomish School District - Snohomish, Washington
Quilocene School District - Quilocene, Washington
Longview School District - Longview, Washington
Washington Vocational Association - Tri-Cities, Washington
Spokane Community College - Regional Conference
Highline Community College - Regional Conference
Central Washington State College - Ellensburg, Washington
(Regional Conference)
University of Washington (graduate class) Seattle, Washington
Gonzaga University (graduate class) Spokane, Washington
Whitworth College (graduate class) Spokane, Washington
University of Idaho - Faculty and Staff - Moscow, Idaho
University of Portland (graduate class) - Portland, Oregon

SNOHOMISH COUNTY TRIBUNE

Volume XLIII, Number 28 THURSDAY, AUGUST 9, 1973 114 AVE. C, SNOHOMISH, WA. 98290 SINGLE COPY 10¢

Teachers invited

All teachers of the Snohomish School District have been invited to participate in a career awareness workshop hosted by George Laz at his home on Flowing Lake August 18.

Not a certified teacher, not a school administrator, Laz, co-owner of Laz' Tool and Manufacturing, is a private citizen with a dedicated interest in the education being received by Snohomish students.

Laz' "interest" has been prompted by his work with inmates of the Monroe Reformatory and the consistent statistic that a large percentage are school drop-outs.

Curbing the school district's drop-out rate is Laz' ambition and he hopes to enlist the district's entire staff in pursuing that goal.

The 10 a.m. to 4:30 p.m. workshop is put on by the Washington State Research and Development Project in Career Education. The sessions will cover three areas—curriculum, guidance and administration.

COMMITMENT

Superintendent
JACK D. MOORE
Assistant Superintendent
CHARLES G. STOCKER
Administrative Assistant
Instruction
EDWIN J. MIKESELL
Business Manager

QUALITY * ECONOMY * RESPONSIBILITY

Central Valley School District No. 356

OF SPOKANE VALLEY
123 S. Bowdish Road Telephone WAlnut 4-6851
SPOKANE, WASHINGTON 99206

December 11, 1972

Mr. Charles W. McKinney
Project Director
W. 825 Trent Avenue
Spokane, Washington, 99201

Dear Mr. McKinney,

The Central Valley School Board will discuss the Career Educational Program at their December 19, 1972 board meeting. All indications are at this time, that they will give approval to retain and implement this program in our curriculum throughout the district during the next few years.

You can be fully assured, that the curriculum department of the Central Valley School District will support the request for consideration of this program within our district.

Sincerely,

Charles G. Stocker
Administrative Assistant
Instruction

cc: Mr. Gilbert Mills, Superintendent
Mr. Neil Prescott, Supervisor -
Elementary Education

RESOLUTION

It is the intention of the Spokane School Board to place a major emphasis on career oriented education for all students at all grade levels. This proposed Part D project, if funded, would enable our District to continue expanding the Part C career project and reach this goal. Our administrative and teaching staff will work closely with the project to facilitate the development of activities which could be borne by the district after the project terminates.

SCHOOL BOARD

Secretary

December 13, 1972

ROBERT H. QUIGGLE, Superintendent
FRANCIS S. TYLLIA, High School Principal
HELEN JASPER ROOS, Elementary Principal

Cusick Consolidated Schools

DISTRICT NO. 59
CUSICK, WASHINGTON 99119

December 13, 1972

TO WHOM IT MAY CONCERN:

The Cusick Schools has been participating in the Part C career project this year and we feel our students and teachers have gained a great deal because of it.

It will please us if we have the privilege to continue getting this additional help through the proposed Part D project, the funding for which is now being considered.

Very sincerely,

Robert H. Quiggle

Robert H. Quiggle,
Superintendent

RHQ:lt

RESOLUTION

It is the policy of the Cusick School Board to move their school district toward placing a major emphasis on career oriented education for all students at all grade levels. This proposed Part D project, if funded, would enable our District to continue expanding the Part C career project and reach this goal. Our administrative and teaching staff will work closely with the project to facilitate the development of activities which could be borne by the district after the project terminates.

CUSICK SCHOOL BOARD

BY: LaRene Shandelbee

James C. Anderson

Paul Wilson

Mary Lou Weiner

J. Howard Risley